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ABSTRACT

The first document of a curriculum series describes objectives for three units from a program to meet the needs of academically gifted elementary students in the area of reading, with emphasis on comprehension skills including critical and creative reading. Following an introduction on teaching critical reading, three major sections focus on units with the following objectives: (1) given a selection, the student will learn to anticipate events or concepts throughout the material; (2) given a selection, the student will determine the implied main idea or theme and hypothesize the nature of the characters; and (3) given a selection, the student will utilize the main points, the details, and the interrelationsip among the details to draw a conclusion or solve a problem. Contained within the first two sections are activities, worksheets, information on cues, steps for teaching the cloze procedure, and transparency masters. A third section provides materials for teaching students to reach conclusions based on figures (tables, charts, graphs, and maps), on riddles, and on details or facts as stated in a selection. (SB)

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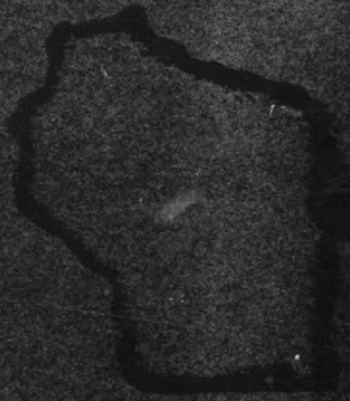

LANGUAGE ARTS

[illegible]

VOLUME 1 PART 1

[illegible]

UNITS A1 THROUGH A5

[illegible] AUGUST 1981

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PREFACE

The following program was designed to meet the unique needs of the academically gifted elementary students in the area of reading. Although the existing reading program takes into account the needs of most of our readers, there remains a group of students who have progressed beyond what the present reading program provides.

Based on the principle that most gifted readers have mastered the basic word attack skills, this program places an instructional emphasis on comprehension skills including critical and creative reading.

This program will be piloted during the 1978-79 school year at McLenegan, Todd, Royce, and Converse, with the teaching units being available to upper groups at the other ten schools.

Materials used in teaching these units were made available through a title IV-B High Cost Allocation for Gifted. A special note of appreciation is extended to district reading consultants Sandra Long, Jan Anderson, and Bonnie Kretsos for their fine work in developing these units.

Arnold Lee
Administrative Assistant

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INTRODUCTION

How To Teach Critical Reading

Comprehension is the fulfillment of a particular purpose through the use of appropriate material which is read in a particular way.

Comprehension instruction starts with comprehension skills. Comprehension skill names vary from author to author. Furthermore, comprehension skills are placed in various hierarchies by different reading specialists. All comprehension skills have to be interrelated to constitute critical reading. Underlying all of the comprehension skills are comprehension processes.

Within the totality of critical reading, each structural step or process becomes increasingly more difficult and complex for the student to handle, thus necessitating greater and more extensive mental power.

Comprehension structural steps might be called comprehension processes.

A. Literal Comprehension
   A direct process involving knowing what, in fact, an author wrote.

B. Interpretive Comprehension
   A higher level of comprehension involving inferring what an author meant by what he wrote.

C. Critical Comprehension
   A critique (critical estimate of content) requiring many different processes - analyzing, distinguishing, judging, comparing, relating, and so on. It is at this level that it is impossible to distinguish between reading and thinking.

Comprehension structural steps provide a plan for teaching critical reading. The instructional steps suggest student performance evidencing an increase in the intensity of the inquiring mind essential in critical comprehension.

A. Apply Preconceived Knowledge
   Student performance involves the ability to read, gather the facts and give meaning to them. The student may first utilize his background experiences to assimilate meaning.

B. Interpret Details
   Student performance involves dealing with new meanings which need to be verified with the context and, when fitting, to be adapted within his previous meanings.

C. Establish Relationships Among Details
Student performance involves development of explicit understandings of all possible relationships.

D. Form "if - then" Propositions and Draw Conclusions
Student performance requires critical analysis of the context, decisions as to what is real, what could be real if, and what is not real because of it.

E. Verify The Conclusion In Order To Arrive At The Solution
Student performance requires hypothetical deductive thinking to further reduce comprehension uncertainties.

A Suggested Structure for Critical Reading

Developing an Inquisitive Mind

Developing DEPTH in Critical Reading

Operation linked to operation

STEP	PROCESS	OPERATION	OUTCOME
1	Assimilation	Decoding, recognizing, perceiving, apprehending, questioning.	Developing vocabulary, identifying and recalling facts, obtaining general information, answering questions, being curious.
2	Accommodation	Inquiring into newness, adapting meanings for new concepts or new meanings for old concepts.	Experiencing new perceptions modifying meanings of previously held ideas and concepts asking more questions.
3	Schema	Exploring new ideas, combining ideas or concepts into coherent plan showing interrelationships.	Selecting relationships and interrelationships and their organizations, having a spirit of inquiry
4	Hypothesis	Examining stimuli, forming "if-then" propositions, and drawing inferences from content read.	Critically analyzing relations between given information and supposed inferences and their relevance to tentative conclusions inquiring mind.
5	Conclusion	Discovering the "is" reality from the "might-be" possibilities.	Verifying implications that follow from evidence.

Acquisition of the comprehension skills and processes is fostered by the teacher who, through inquisitive questioning, supportive feedback, and relevant additional information, guides the students toward discovery and fulfillment of critical reading. It is important to keep in mind that questions establish a mental set for reading and determine how that reading ought to be done. Consequently they should be made known to the children before they start to read. While well formulated questions encourage both breadth and depth of comprehension, skillful questioning alone is clearly not enough. Comprehension skills are "taught not caught". Guided practice in which students analyze how to arrive at the answer to a question is a necessary practice.

It is important to recognize that certain types of comprehension, and certain types of questions go hand in hand with certain kinds of materials. Successful comprehension instruction denotes an accomplished purpose, and this goal is realized because a certain kind of material was used. Since different purposes call for different materials, the implication is to use a variety of materials when comprehension skills and processes are the goal of instruction. In using a variety of materials with students, it is essential to teach them both when and how to use each kind.

Different kinds of assignments deal with different kinds of comprehension skills and processes. Consequently assignments should never be the product of an "off the top of the head" decision. The particular details and emphasis of assignments ought to reflect the comprehension skills and processes that need attention.

Most higher - level thinking rests solidly upon a basis of factual information. However, students must engage in activities which help to acquire the skills to read critically and thus to cross the barriers from learning to thinking.

OBJECTIVE A - 1

Given a selection, the student will learn to anticipate meanings of words through the context, supply deleted words, and learn to anticipate events or concepts throughout the material.

PURPOSE

The context of a word is what is written or spoken together with the word; in short, the other words around it. Contextual clues are clues having to do with the relationship of words to their use in phrases, sentences, and paragraphs.

The reader must develop the ability to determine word recognition and word meaning by the position or function of a word in a familiar sentence or paragraph pattern. Evidence is available showing that the average student in fourth grade can use context clues to identify the meaning of an unrecognized word in his textbooks about once in three time. In the intermediate grades and increasingly thereafter as reading vocabulary exceeds listening vocabulary, context analysis becomes more significant in the development of meaning vocabulary and reading comprehension. Eventually, contextual analysis becomes one of the most frequently used methods of derivation of word meanings as phonics and structural analysis decrease in use. Most college and adult readers use letter sounds or structural elements very little. They have discovered that although these help pronunciation, they do not aid in deriving meanings, unless the word is familiar auditorily. Thus, contextual clues is a strategy that is most often employed by the efficient adult reader. These findings suggest it is advisable to give more guidance in the use of the contextual technique.

METHOD

I. To discover how context clues are found and used
    A. Work with concrete examples to understand the concept of context
    B. Work with sentences to find words that do not belong according to context
    C. Work with sentences and paragraphs using the context to derive the meaning of a new word or supply a missing word.
    D. Work with a complete selection to relate many context clues to many word meanings

II. To identify and use the various types of context clues
    A. Practice words in a series clue
    B. Practice familiar expression or language experience clue
    C. Practice synonym or restatement clue
    D. Practice direct explanation clue
    E. Practice experience clue
    F. Practice explanation through example clue
    G. Practice summary clue
    H. Practice mood or tone clue
    I. Practice comparison or contrast clue
    J. Practice inference clue

III. To become skilled in using the cloze procedure
    A. Learn the definition of cloze
    B. Learn the steps in doing the cloze procedure
    C. Learn to do cloze activities

CONTEXT CLUE USAGE

PROCEDURE

I. To discover how context clues are found and used

A. Work with concrete examples to understand the concept of context

The teacher asks the students to imagine that they are going to make a movie about frontier people. He then explains that most movies have background scenery or props to help people watching the movie get a feeling for the time and place involved (e.g., in "Journey to the Center of the Earth," the background might be caves and dirt to give people seeing the movie the feeling that what's happening is going on underground). The teacher asks the students to write down or illustrate on paper the kinds of background scenery or setting they would use for their movie about frontier people. The teacher should encourage a couple of students to share their ideas with the class. He should point out that settings such as woods with log cabins, a little frontier town, etc., would appropriate for a movie about frontier people. He asks if a setting such as New York City in 1970 would be appropriate for a movie about frontier people. The students should respond that it wouldn't make sense to show life in the 1800's in New York City, 1970. The characters wouldn't fit in there.

The teacher indicates that they have been talking about settings or backgrounds being important to movies. He explains that paragraphs and sentences have settings too. He points out that all the words in a sentence or paragraph make up the setting or background for that paragraph. The teacher says that the setting or background the words make in a sentence or paragraph is called context. The teacher then summarizes that just as the characters in a movie must fit into the scenery or background, so too must each word in a sentence or paragraph make sense in context.

B. Work with sentences to find words that do not belong according to context.

1. Teacher Guided Activity #1

The teacher projects the transparency. He reminds the students that each word in a sentence or paragraph must make sense in context. He asks the students to read each sentence to themselves. He then asks them to identify the words in each sentence which are out of context with the other words (i.e., Which word or phrase doesn't fit? Which word or phrase is not meaningful?) The student's answers should be discussed. The teacher should lead the students to the understanding that every word in a sentence or paragraph contributes to the meaning of that sentence or paragraph.

Answers: 1. played, banana; 2. walked; 3. glasses; 4. climbed;
5. slept.

1. Joyce played the banana before dinner.

2. Edith walked her name on her paper.

3. Mark took a glasses of his dog.

4. Mr. Pinny climbed cash for the bicycle.

5. Winnie-the-Pooh slept a dinner party for his friends.

C. Work with sentences and paragraphs using the context to derive the meaning of a new word or supply a missing word.

1. Teacher Guided Activity 1

The teacher may write sentences on the chalkboard, including in each one a word which the students probably do not know and which can be supplied readily through the context in the rest of the sentence.

The students are asked to read the sentences to themselves. One student is then asked to read the first sentence orally but not to say the last word. The teacher asks, "How many know what the last word is? Raise your hand. Don't say it." If there are some students who cannot supply the word, the teacher guides these students with comments and questions until they are able to deduce it from the context in the rest of the sentence. Work with the next sentence proceeds in the same way and so on.

2. Teacher Guided Activity 2

Give students sentences in which the meaning of a new word can be gotten from the context of the sentence. Read the sentences one at a time and discuss the meaning of each new word. Also discuss how the meaning was derived. The following are examples:

a. Mother was so enchanted by the sight of the mountains that she exclaimed, "Oh, how beautiful."

b. Dolly liked the way Sally looked so well that she tried to emulate her.

c. The President hoped for bipartisan support, but only the Republican Senators came to his aid.

d. In George Washington's time, the mortality, or number of deaths, from smallpox was very high.

e. Johnny would always procrastinate, that is, he would always put off for tomorrow what he ought to do today.

Read each group of three sentences and use each sentence context to determine the meaning of the underlined word. Then write the meaning of the underlined word on the line found below the three sentences.

1. A cow usually is a fairly docile animal.
   In school many teachers prefer to teach docile students.
   Cocker spaniels usually are considered to be a docile breed of dog by most dog breeders.

   ____.

2. Frank wore a ludicrous costume to the school Halloween dance.
   It was ludicrous for her to think that she ever would inherit one million dollars from her aunt.
   Since Jack was an inferior student in high school, it was ludicrous for him to think that he ever could become a doctor.

   ____.

3. When she was dreaming about her boyfriend, Evelyn always looked pensive.
   When Mark was wondering how he could get the money for his college tuition, he appeared pensive.
   The old man looked very pensive as he was remembering all the interesting things, he had done in his youth.

   ____.

4. The ravenous lion was likely to try to kill a man for food.
   When she was the fried chicken on the dinner table, Sally became ravenous.
   The hawk became ravenous when he saw the small rabbit running for cover.

   ____.

5. We had a terrible thunderstorm on one sultry day in July.
Since it was so hot and sultry, Mike was perspiring very much.
She certainly is a sultry movie star.

____.

6. On a bright, sunny day, the sun often appears luminous.
The diamond ring that Bob gave Carol was extremely large and luminous.
When Mary saw her husband, her eyes became bright and luminous.

____.

7. When Sam discovered that he had found buried treasure, he appeared to be incredulous.
Sally was incredulous to learn that the old man was really ninety-four years old.
It is incredulous to realize that today men can live very successfully in space for more than three months.

____.

8. The lion is considered to be a prime example of carnivore.
A bear certainly is not a carnivore.
Since a tiger often tries to eat smaller animals, he can be called a carnivore.

____.

9. When he becomes angry, Bill often acts belligerent.
It is a shame that some civilized countries act so belligerent toward one another.
In pioneer times, some Indian tribes were openly belligerent toward settlers.

____.

10. A mule can be called a cantankerous animal.

On some days the old man acted mean and cantankerous.

Even when you feel irritable, you should not appear to be cantankerous.

____.

The writer expects you to use the information he has given you to figure out the meaning of the new word. If we read that the beggar was so *famished* that he was satisfied to eat crumbs, we can recognize that famished means *hungry* or *starving*.

In the following sentences decide on the meaning of the italicized (underlined) word from the context by reasoning. Select your answer from the three choices. Write the answers on your paper and number them to match the sentences.

1. His sleeves were so short that his arms *protruded* from them.
   Protruded means:
   a. stuck out b. hidden c. were protected
2. A police patrol *preceded* the visitor's car in order to clear the path of all danger ahead.
   Preceded means:
   a. followed b. went before c. traveled with
3. The ringing of the fire gong brought our meeting to an *abrupt* close.
   Abrupt means:
   a. surprising b. quiet c. sudden
4. He *disdained* their offer of friendship, for he was far too proud and haughty to associate with men who wore shabby clothes.
   Disdained means:
   a. accepted b. looked with contempt upon c. liked
5. The judge scolded the parents for their *negligence* in letting the child wander off into the woods.
   Negligence means:
   a. carelessness b. pleasure c. poverty

Worksheet 5

Number your paper 1 to 26. Write in your own words the definition or meaning of the italicized (underlined) word in each sentence. If you understand the word but cannot think of a way to express the definition, write another sentence in which the word is used properly. Be ready to discuss your answers.

1. After two days without food they were so *famished* that they were ready to chew on leather.
2. Tommy was very eager to go swimming, but Ben was *reluctant*. The water was still too cold.
3. The earth spins around on itself like a top, but this *rotation* is very slow.
4. The ambassador from a foreign country was pretending that he was very friendly toward us. Was it *diplomatic* of our Senator to remind him that he was not quite honest?
5. Cyclones, hurricanes, and tornadoes always leave ruined homes, loss of life, and other *disaster* behind them.
6. Little Irene was always *inquisitive* whenever packages were brought into the house. She could not rest until she saw what each one contained.
7. A jury will usually doubt the *veracity* of a witness who has a reputation for not telling the truth.
8. The *preliminary* preparations were tiresome, but the fish caught later in the morning made them seem worth while.
9. The candle provided very poor *illumination* of the cave.
10. It is not enough to get your arithmetic problems nearly right. They must be *precisely* right.
11. The spy tried to hide the rifle, but the barrel was noticed when it *protruded* from underneath the cloak.
12. In buying china cups you must avoid choosing any that are *fragile*. Cups that break easily are too expensive.
13. The soldiers sprawling over their bunks jumped up *abruptly* when the major entered.
14. We could hardly hear the radio announcer because of the *tumult* in the stadium.
15. It takes amazing *agility* to be a circus performer on the trapeze and "fly through the air with the greatest of ease".

16. The crowd kept pushing toward the wounded man on the sidewalk until the officer ordered them to disperse.

17. On arrival at camp, the boys displayed voracious appetites, asking for second and third helpings of everything.

18. The workmen's boisterous laughter disturbed the quiet of the doctor's study.

19. Most of North Africa is arid; that is, there is little moisture, and there are few plants or trees.

20. Charlie was shy and afraid to speak up; on the other hand, his brother Fred was so aggressive that the other boys were afraid of him.

21. Mary thought she might need a new dress for the party, but, she finally decided her blue one would be adequate.

22. The old man was parsimonious indeed. He never threw anything away, no matter how worthless it might be. He never spent a cent unless he absolutely had to.

23. The captain said, "I would be remiss in my duties if I did not explain the risks you will take".

24. Strangers probably thought Jason was eccentric. He did some queer things sometimes, but we understood his reasons.

25. Phil has a fine collection of stamps, postcards, and postmarks from all over the world. His friends sometimes call him "Phil the philatelist".

26. The store received hundreds of queries about the advertisement, and they answered every one of them by letter.

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3. Teacher Guided Activity 3

The same plan as that used in the last activity section can be used except that blanks appear where the students are to fill in words. At first separate words may be provided for them to use in making a selection of an appropriate word for each blank. There should always be a joker in the list of words provided. Later they may try filling in blanks with the aid of structural analysis clues. Later they may try filling in blanks without the accompaniment of word choices or structural clues.

Examples of completion sentences to use in working with context clues are:

Supplying a word at the end of a sentence is easier than supplying one within a sentence. A sample of sentences that may be used for the latter purpose is given below.

d. Ducks like to __________ in the water.
e. Alice asked Daddy to tell her a __________ before she went to bed.
f. Tommy gave the man in the store five __________ for some candy.

cents story toys swim

4. Teacher Guided Activity 4

The following lessons provide specific techniqies for teaching students how to use context clues. A variety of approaches is suggested. The teacher may wish to use the content in the lessons provided or to use the form of the lesson and supply his own content. The content included here is not aimed at a specific grade level.

If someone says "It's cold in here. Shut the __________", the student can guess that the missing word is *door* or *window*, because the words *cold* and *shut* give him a clue. If he is reading the sentence "My uncle has an orchard. We'll stop and get some __pl__ and

_ _ _ c h _ _", both orchard and the letters pl and ch give him clues to the missing words.

The exercises that follow test the student's ability to supply a missing or partially missing word, given a context containing external and internal clues. Using the underlined clues in the sentences below, the student fills in the right word:

a. On the day Bill became ten our neighbor gave him a birthday party.
b. Mary likes music. She's getting a job with an orchestra.
c. Mrs. Jones likes plays. She's joining the dramatics club.
d. The Indians used canoes to travel on rivers.
e. Using a derrick the workman raised a huge stone slab to the top of the building.
f. At the boarding school the boys slept in a dormitory.
g. Government by the people is called democracy.
h. At the museum we saw the skeleton of a prehistoric animal - the dinosaur.

5. Teacher Guided Activity 5

The ease with which students do each of the following exercises will depend on the number of learning steps used. Less able students will require more letter clues than more able students. These exercises are meant particularly for the upper grades. But the form of the lesson, with easier content, can be used for all grades.

In the sample exercise below, the student reads the sentences and fills in the blanks. He covers the answers on the side and checks his answers as he proceeds.

Answers:		
	a.	The high water inundated the countryside. High
flood		waters often cause a f l _ _ _.
flooded	b.	The countryside was probably f _ _ _ _ _ d.
flooded		Inundated means f _ _ _ _ _ _.
	c.	The Chinese worshiped in an ancient pagoda.
temple		A pagoda is probably like a church or a t _ _ _ _ e.

At this point the teacher might point out that *certain words often give clues to the meaning of other words*. For example, in sentence a above, the phrase "high waters" gives a clue to the meaning of *inundate*. In sentence b, "worshiped" helps us figure out the probable meaning of *pagoda*.

However, clues to the meaning of words are not always present. For example, in the sentence "He walked reluctantly to the store" there are no clues to help us figure out the meaning of *reluctantly*. Does it mean slowly, quickly, cheerfully, angrily, eagerly, hopefully, willingly, or unwillingly?

Students may practice looking for context clues in the following sentences.

Answers:		
	c.	Mary was crestfallen at the low grade she received.
sad		*Crestfallen* means downhearted or s _ _.
	d.	The carping critic didn't like the play and said so. He found fault with the actors' performances. He was severely critical. *Carping* means highly c _ _ _-
critical		_ _ _ _.
	e.	The teacher was worried about John's *apathy*. She wanted to know what caused his l _ _ _ of interest
lack		in his studies.
indifference		His _ _ _ _ _ _ _ _ _ _ _ _ _ _ disturbed her. Lack of interest toward something can be called indifference
apathy		or a _ _ _ _ y.
	f.	"If you fail, it's your own fault," Jim said. "If," Bill replied *laconically*.
short		Bill wastes no words. He speaks briefly. His answers are s _ _ _ t and to the point. Bill answered
laconically		_ _ _ _ _ _ _ _ _ _ _ _.
	g.	Cicero's enemy, Catiline, had a *clandestine* meeting with a band of conspirators in a secret place. Catiline did not want the meeting publicized.
secret		Catiline wanted to keep the meeting a s _ _ _ _ _.
clandestine		A secret meeting is often called c _ _ _ _ _ _ _ _ _ _.

The teacher might discuss with the class the "clue words" that give some hint about the meaning of the italicized (underlined) words. For example, in item f, clues to the meaning of *laconic* are "wastes no words", "briefly", "short", and "If".

6. Teacher Guided Activity 6

In teaching the use of context clues, you should remember that students may get clues from pictures and thus use "picture context clues", or they may get the meaning of a word from the written context. They may also get the correct pronunciation of a word from the written context. However, you should remember that the use of context clues alone is not likely to be helpful to a student unless the word is in the student's speaking-listening vocabulary.

One of the best methods of teaching students to improve their ability to use context clues is to begin by giving them some very simple sentences in which the missing word in context is very obvious such as in the following:

a. The big xxx was barking when he ran after the cat.

b. Tom put the saddle on the xxxxx and rode him around the pasture.

By using some very obvious missing words, such as those illustrated above, you can soon build up students' confidence in their ability to use the context. From these, you can advance to slightly more difficult passages such as the ones that follow:

c. John and xxx father were going xx go camping.
his to

d. John packed his sleeping bag xx a big box.
in

e. Father put a lot xx food in a box.
of

f. John could hardly wait to xxx started.

It is a good idea to substitute the correct number of x's for the missing letters in the beginning states to help eliminate students' using certain synonyms that might well fit in the blanks.

Studies have shown that students do not learn much about using the context unless the teacher holds a discussion about which words could possibly be used in each blank and why each word is appropriate and others are not.

Here is a story with some words left out. Each time a word is left out it has been underlined and each letter has been replaced with an X. When you come to the word with the X's, try to figure out what word should be in that blank. Ready - begin.

TODAY'S CATTLE RANCHERS

(Third-grade level)

John's father is a rancher who owns many cattle. Once each year John and his father take their cattle to market to sell them. Many years ago ranchers used to take their cattle to market by herding them with horses.

John and his father do not do this. They load their cattle in cattle cars owned by the railroad company. Then the engineer stops his train and hooks up to the cattle cars and hauls them to market. John and his father ride on the train with the cattle.

Worksheet 7

Here is a story with some words left out. Each time a word is left out it has been underlined and each letter has been replaced with an X. When you come to the word with the X's, try to figure out what word should be in that blank. Ready - begin.

TODAY'S CATTLE RANCHERS

John's father is a rancher who owns many cattle. Once each year xxxx and his father take their cattle xx market to sell them. Many years ago ranchers used to xxxx their cattle to market by herding xxxx with horses.

John and xxx father do not xx this. They load their cattle xx cattle cars owned by xxx railroad company. Then the engineer stops his train xxx hooks up xx the cattle cars and hauls xxxx to market. John and his father ride on the train xxxx the cattle.

Worksheet 8

Here is a story with some words left out. Each time a word is left out it has been underlined and each letter has been replaced with an X. When you come to the word with the X's, try to figure out what word should be in that blank. Ready - begin.

WOODWORKING AS A HOBBY

(Sixth-grade level)

Woodworking can be a very pleasant hobby. Some people enjoy using power tools while others prefer using hand tools. Some power woodworking tools enable the craftsman to do his work much more rapidly. However, they can also be dangerous. The inexperienced woodworker should first learn how to use hand tools and then progress to the use of power tools. Even after the experienced woodworker has mastered the use of power woodworking equipment, he will find that hand tools will still be needed.

Worksheet 9

Here is a story with some words left out. Each time a word is left out it has been underlined and each letter has been replaced with an X. When you come to the word with the X's, try to figure out what word should be in that blank. Ready - begin.

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7. Teacher Guided Activity 7

In constructing exercises for testing you should obtain several short paragraphs written at varying grade levels. Be sure not to employ materials commonly used such as well-known graded reading inventories, as many students will have already been given these reading passages or they are quite likely to encounter them later. Type or print the passage on one side of a 5 in. x 8 in. card and leave out several words. Words chosen to be omitted should be those for which few or no substitutions could be made in the context in which they are used. They should also be words that could easily be derived from the context if the student is able to use context clues. Where words are omitted you should substitute X's or dashes for each letter in the word. This also gives the student a clue as to word length, which again is analogous to the clues he would have in actually reading. On the back of the card you may wish to include the directions you will give the student along with the reading passage and answers to be supplied in each of the blanks.

The front of the card might appear as follows:

> Fred had a pet cat.
> Its name xxx Jiffy.
> Jiffy liked xx run xxx play.
> Jiffy xxx not like Fred's dog.
> And, Fred's dog xxx not xxxx Jiffy.

The back of the card would then appear as follows:

> Read this story. Some of the words have been left out. When a word was left out some X's were put in its place. As you read the story try to say the words that you think belong in the story where the X's are.
>
> Fred had a pet dog.
> Its name was Jiffy.
> Jiffy liked to run and play.
> Jiffy did not like Fred's dog.
> And, Fred's dog did not like Jiffy.

There are no norms for this test and you must use your own subjective judgment. However, you will find that by comparing a few students who are good at using context clues with those who are poor at using them, you will quickly be able to determine which students need instruction and which do not.

8. Teacher Guided Activity 8

Multiple choice sentences.

Sentences similar to those in the last activity may be used for practice purposes, except that two or three choices are provided for each sentence as:

Frank likes to play cat
ball

Birds can fly in the book
sky

Shirley wore a blue dress
ribbon in her hair.
shoe

Students are to cross out the wrong words in each sentence, leaving only the one that makes sense. The choices may be placed beneath each sentence instead of within the sentence if preferred.

9. Teacher Guided Activity 9

The teacher writes a nonsense word on the chalkboard. He then writes the three meanings beside the word and asks the students to identify the word's meaning. The students should respond in confusion, saying they don't know. The teacher should respond that it is quite true that we can't identify the meaning of an unknown word without help. He points out that we often come across words that we don't know, but most often these words are in sentences or paragraphs. He emphasizes that when we come across words we don't know in sentences or paragraphs we use the information we get from the other words to help us figure out the meaning of the unknown word. The teacher reads the word in context. He then asks the students to identify the meaning of the nonsense word. The teacher writes the remaining words and meanings on the chalkboard and follows the same procedure. The students' answers should be discussed.

Answers: Kertiz: bottle; rev.: newspaper; Stents: glasses.

Nonsense words:	Meanings:	Context:
kertiz	a. bottle b. diaper c. rattle	Mary gave her baby brother the kertiz of milk.
rev	a. dishes b. newspaper c. dinner	Mother sat down and read the evening rev.
stents	a. suitcase b. shoes c. glasses	Joe couldn't see so he put on his stents.

10. Teacher Guided Activity 10

The teacher reads the first sentence to the students. He then puts the words after that sentence on the chalkboard. He reminds the students that every word in a sentence should contribute to the setting or context of that sentence. The teacher asks the students to look at the words on the board. He reads the sentence three times, substituting one of the three words. He then asks the students to identify the sentence that was meaningful - i.e., which sentence didn't have any words that didn't make sense. The teacher reads the remaining sentences following the same procedure. The students' answers should be discussed.

Answers: 1. lettuce; 2. stamp; 3. sewing; 4. banana; 5. glue.

Sentences:	Words:
a. Kris prepared a salad. It was made from _____ grown in her garden.	(1) rocks (2) dirt (3) lettuce
b. Before she mailed the letter, Jean licked a _____ and stuck it on the envelope.	(1) pen (2) stamp (3) paper
c. Art got out the needle and thread and started stitching the material. Art is _____.	(1) sewing (2) drawing (3) singing
d. My favorite fruit, the _____, is long and thin and has a yellow skin with dark spots.	(1) apple (2) banana (3) pear
e. Martin stuck the broken pieces together with liquid _____.	(1) glue (2) thread (3) pins

Worksheet 10

Context Clue Usage:

Underline the word that makes the best sense in each sentence.

1. When Jack stretched out an _____ finger to taste what his mother was mixing in a bowl, she angrily shock her head.

    exploration expectation exploratory

2. Mercury was considered in mythology to be the _____ of all the gods.

    shrewdest shrouded shrugged

3. The very wealthy woman who was enveloped in costly furs rapidly _____ the stairs.

    destiny descended desolation

4. When the devastating hurricane was nearly over, the wind _____ to such an extent that it no longer made the ocean waves mountainous.

    abashed adept abated

5. On a drowsy day in the summer, Betty could see the _____ crowding along the sky toward the southeast.

    thunder thunderheads tangible

6. While the boys were fishing in the tranquil stream near the base of the mountain, in time they grew somewhat _____.

    pensive tension penance

7. The Johnsons were a family who loved to go camping together so that they could all swim and fish and paddle and flap pancakes on the _____ in the morning.

    skillful skillet skeptical

8. Sally was so upset that she _____ her hands until her fingernails hurt her palms.

    clenched clamor clod

9. By a mistake _____, Evelyn was a pretty girl who was born into a family that had to live in poverty.

    despair destiny densely

10. When Mark struck at Bill with his fist, Bill _____ the blow with an upthrown elbow.

    parallel partial parried

11. Teacher Guided Activity 11

Simple riddles provide excellent content in developing ability to get a word from context because students have to supply a word in terms of the total meaning of three or perhaps several related sentences. The riddles may be written on the chalkboard and used for group or individual work with the teacher, or they may be duplicated and passed out, a copy for each student who needs such practice. The word which is the answer to each riddle may be written or illustrated with a drawing.

Here are some examples of riddles:

Mother gave me something for my birthday. I can read in it. What is it?

It has long ears and a short tail. It can hop. It likes to eat carrots. It has soft brown fur. What is it?

12. Teacher Guided Activity 12

The teacher projects the transparency. He tells the students that they are going to guess what the missing word is for each paragraph. He reminds them that the missing words can be identified by reading all the words in the riddle. He points out that the other words in each riddle act as clues to what the missing word might be. The students read the riddles to themselves and guess the missing words. The students' responses should be discussed. The teacher should remind the students that all the words contribute to the setting or context of each riddle. He states that by looking at the context of the riddles the students are able to guess what the missing words are.

Answers: 1. snake; 2. water; 3. airplane.

Transparency 2

1. It makes a hissing sound.

   It moves along the ground on its stomach.

   It has no arms or legs.

   It has a long red tongue and two hollow fangs.

   Its bite is poisonous.

   It's a _______________.

2. People take baths in it.

   They swim in it.

   People drink it.

   Firemen use it to put out fires.

   It is _______________.

3. It flies up in the sky.

   It carries people across the ocean.

   It has a pilot and copilot.

   It usually has a young woman or young man who makes people comfortable.

   It's an _______________.

13. Teacher Guided Activity 13

The study of homonyms can be useful. Give the student homonyms and a dictionary. The task is to use each word correctly in an interesting sentence. Some suggested words:

aloud, allowed; bare, bear; boar, bore; borough, burrow; bough, bow; bridal, bridle; cell, sell; break, brake; course, coarse; peace, piece; rein, rain, reign; their, there; site, sight; lesson, lessen; fair, fare

14. Teacher Guided Activity 14

Certain pairs of words, although not homonyms, are very close in pronunciation or spelling and are frequently confused. Like homonyms, these "almost homonyms" should be practiced in correct context. Give such words as these:

alleys, allies; except, accept; recipe, receipt; quiet, quite; tried, tired; whether, weather

The student should use each in an interesting sentence, consulting the dictionary if necessary.

15. Teacher Guided Activity 15

In the more advanced grades each student may make up and write a set of sentences (whatever number the teacher thinks is advisable), leaving out one word in each. Then they may exchange papers and try to fill in the appropriate words in each other's sentences. A score of one should be given for each sentence in which the correct word was supplied. After the papers are returned the answers should be discussed and the students guided in deciding why the use of context clues worked in some cases and not in others.

16. Teacher Guided Activity 16

Invite each pupil to bring in one sentence encountered in his outside reading in which he found an unrecognized word and figured it out from context. Each pupil reads his sentence to the group, and they discuss what was in the sentence that helped him to get the word.

17. Teacher Guided Activity 17

See how quickly you can find the meanings of the underlined words in the following paragraphs. What clues helped you?

a. The mother looked at her wiggling youngster. "Sit still, child," she admonished. "Your dress will be mussed. How many times do I have to tell you about it?"

b. The traveler attracted a good deal of attention as he entered the hall. It was filled with gay and well-dressed lords and ladies, but his appearance was very woebegone indeed. His head was bowed and his cloak dragged on the floor; his face was bearded and dirty; his shoulders were hunched and his hood had fallen over his eyes.

c. It was the most exciting moment of the game. Jim was at bat, ready to give them the home run they were shouting for. The pitch came - but the cheers turned to groans as Jim, struck by the ball, slumped to the ground. He was instantly surrounded by players and doctors. The fans sat and waited. Then they saw Jim rise to his feet and pick up his bat. The crowd applauded and the game was resumed.

d. The steam engine invented by Watt was fixed to one spot to lift coal from the mines. It was a long time before anyone thought of making an engine that could move from place to place, pulling a load of coal along with it. Instead, several stationary engines were placed along the roads at short distances from each other, and the loads were pulled by cable from one engine to the next.

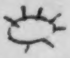
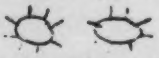
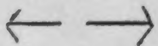
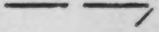
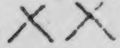
e. The people of this region make a meager living. Most of them grow a few crops on their small farms, doing all the labor by hand. They raise some sheep and weave the wool into coarse cloth.

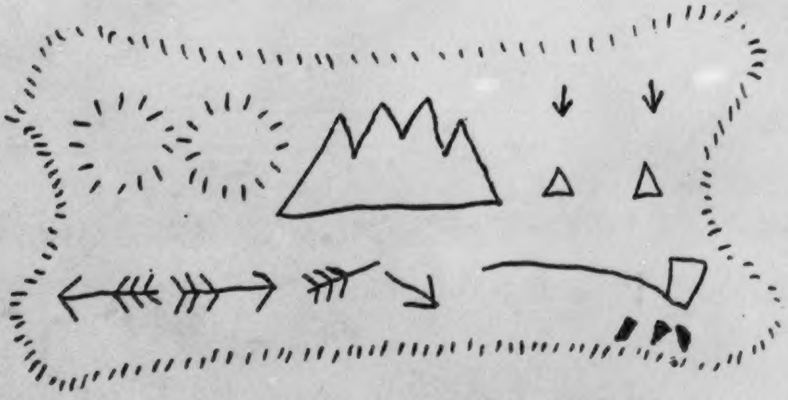
Worksheet 11

W

On your paper list the underlined words in the following selection. Write after each word the meaning you were able to obtain from the context. Jot down the clue words that, in your opinion, gave you help. Be ready to discuss your meanings with the class when you are called upon.

How Writing Was Developed:

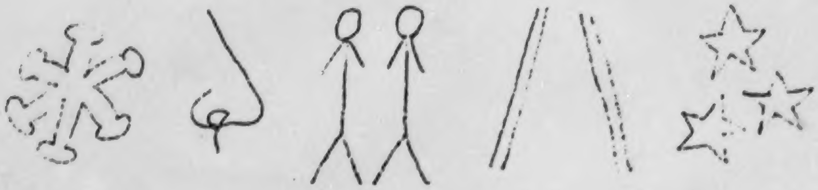
1. **In the prehistoric days, that primitive age when there was neither civilization nor written history, men were entirely illiterate. Although they had not yet reached the stage of writing, nevertheless they were capable of transcribing their experiences on stone or parchment. They made a very early discovery of how to transmit their thoughts to others.**
2. **The earliest form of writing was pictorial writing. Even savages could describe events by drawing pictures about them. This form of writing was used by the American Indians. For example,**  **would mean one day, because it showed the path of the sun through the sky from morning until evening.**  **would denote two days. The picture of two arrows in opposite directions**  **was read as war, the symbol for peace was a broken arrow**  **and the pipe of peace** **indicated a treaty of peace. Wigwams were shown by crude drawings of tents.** 
3. **With pictures such as these it was possible to record a story on skin and send it back to the chief of the tribe to be interpreted. This picture story (shown below) was understood to mean "We traveled for two days until we crossed the mountains where we saw the wigwams of our enemies. There we made war, fighting many battles until they begged for peace. Then we made a treaty with them."**



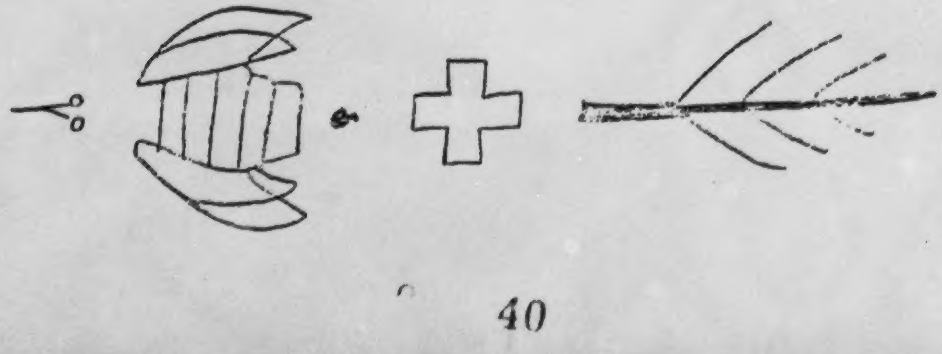
4. Pictures, however, are a very crude form of writing, too simple to express anything very exactly. After all, they are only representations of objects, and we cannot easily express such words as "hope," "loyalty," or "courage" by pictures of objects. Yet there was an earlier period in the story of mankind, more than 4000 years before the era of Indian writing, when the Egyptians found a much superior method of conveying their thoughts in written form.

5. They, too, had begun through the employment of pictures. With the progress of time, however, they began to use pictures to represent sounds instead of objects. This introduced an entirely new procedure into writing, and this made it possible for later men to develop our present kind of writing or printing with letters spelled into words.

6. The Egyptian sound-writing scheme was called "hieroglyphics". You may sometimes see this same device in children's books of puzzles. You read the pictures by articulating the sounds to yourself and then, from the sounds, you can uncover the words that were intended. Read the picture sentence below. What do the sounds of the pictures say?



7. The Egyptians developed this system to combine sound-pictures into longer and more complicated words. The meaning of the pictures was ignored. Only the sounds were remembered and utilized in the new words. For example, belief could be derived from the pictures of a bee and a leaf. Try to think of other combinations of sound-pictures.



18. Teacher Guided Activity 18

Give a multiple choice test on the words you want the students to work with through context clues. As soon as the pre-test is completed, give them a page with each of the words used in the meaningful context of a sentence or two. After the students have had a chance to read the sentences and ponder them a bit, let them try the test again. By use of context clues they will probably get the word meanings right.

rksheet 15

Sample Vocabulary Pre- and Post-Test:

On the line at the right, write the correct letter for the meaning of the word.

PRE POST

1. bartizan ____ ____
    a. craftsman
    b. lingerie manufacturer
    c. parapet or lookout
    d. small breed of deer
2. mugient ____ ____
    a. bellow or moo
    b. produce a new species
    c. musical interlude
    d. become quiet
3. lycanthropy ____ ____
    a. illicit donation to charity
    b. study of fungi
    c. light therapy for diseased plants
    d. delusion of wolfhood
4. fard ____ ____
    a. paint used on the face
    b. river crossing (var.)
    c. singer of ballads
    d. gastric distress
5. graben ____ ____
    a. species of predatory bird
    b. selfish individual
    c. depression in the earth
    d. coarse gravel

1. The knight stood in the tower's topmost bartizan, overlooking the fields from which the enemy would come.
2. They named their dog Mugient, because he bellowed and mooed just like a cow.
3. The girl didn't know she was sick. She bared her teeth and howled and really believed she was a wolf. Her psychiatrist called it lycanthropy.
4. The clown was a master of the art of fard. His painted face endured long beyond his years of clowning.
5. After the earthquake, a depression remained between the two faults. No one wanted to rebuild on this graben.

W

Using Context Clues:

First read each passage carefully. Then answer the questions that follow. The questions will test your ability to get meanings from context.

*A helicopter does not have wings like an airplane. It is moved through the air by a large four-bladed propeller, called a rotor. One of the newest helicopters can carry thirty-three combat-equipped men. The interior, or payload, compartment is thirty feet long.

1. The rotor of a helicopter is
    a. the propeller
    b. the wings
    c. the engine
2. The payload compartment of a helicopter is
    a. the tail assembly
    b. the carburetor
    c. the interior

*Adolescence, or the period between childhood and adulthood, is a time of great physical growth. It is a time also of personal growth, when a young person begins to make decisions. One of these decisions is the choice of a career. Aptitude tests, which tell you what special skills and abilities you have, are valuable aids at this time.

3. Adolescence is
    a. a group of skills
    b. the period between childhood and adulthood
    c. a childhood disease
4. Aptitude tests measure
    a. attitudes toward school
    b. intelligence
    c. special skills and abilities

*The biological sciences, such as physiology and pathology, offer many opportunities for people who do not want to become doctors. The practitioner, that is, the family doctor who answers all calls, depends a great deal on laboratory workers in the biological sciences.

5. A general practitioner is
   a. a family doctor
   b. a surgeon
   c. a specialist in childhood diseases

D. Work with a complete selection to relate many context clues to many word meanings.

1. Teacher Directed Activity 1

Select a half-dozen difficult words from a future reading assignment. Have pupils write their definitions of these words without any exchange of ideas or discussion. After the reading has been completed, permit pupils to correct or revise their earlier definitions. Discuss their reasons for their revisions and their justifications for their final definition. Ask pupils to discuss the ways meanings were clarified by the context.

2. Teacher Directed Activity 2

Students need to discover clues available to them in the larger context.

Determining setting by deriving time and place from context. Understanding the relationship of setting to characters gives the reader a sense of command over his material.

Procedure to develop understanding of setting and its relationship to the characters by use of context clues in a larger context sense.

a. Direct each student to bring to class the book he is currently reading.

b. The teacher asks the following questions and indicates that vague answers are not acceptable.

   (1) When did your story take place? How do you know?
   (2) Where did your story take place? How do you know?

c. The teacher gives one or two examples of a list of clues which answers the questions above sufficiently. The reasoning in developing the lists must be emphasized as well.

   (1) A set of clues to time and place is found in using great names and associating them with dates and events. What famous persons are mentioned in your book?
   (2) A second set of clues to time and place is found in means for transportation.
   How did the characters travel?
   (3) Buildings furnish clues as to time and place.
   Is there a great hall, typical of feudal Europe, a stone castle, a sod house, or a log cabin?

(4) Another interesting set of clues is clothing. Do people have cloaks, full skirts, togas, jerkins, armour or uniforms?

(5) Furniture is also a clue. Is a sofa, couch, davenport, great curtained bed, closet for sleeping, mat or hammock talked about in the book?

(6) Food and its storage is a clue to time and place. Does the book talk about the kettle of gruel on the hearth, the roast of meat on the spit, baked corn bread, the formal dinner, wines, wild game, home dried fruits or frozen foods? Is there a deep well, cold spring, cool cellar or refrigerator?

(7) Occupations and class groups are clues. Does the book talk about students, serfs, pirates, knights, pilgrims, sailors, farmers, or factory workers? Are there pioneers, prospectors, cowboys, and gold-rush men?

d. The teacher invites students to develop their own clue list for time and place.

(1) What is the first clue in your book about the setting?

e. The teacher encourages the students to write or explain a detailed statement of setting for his current book.

TYPES OF CLUES

II. To identify and use the various types of context clues

A. Practice WORDS IN A SERIES Clue

1. Definition
   a. When reading words in a series, the reader can get some idea of the meaning of a strange word because he knows the general nature of the items being enumerated.
   b. Its appearance in a series can assign a general classification to an unfamiliar word; however, this will not always provide a very specific meaning.
2. Procedure to use when you encounter a word in a series that you do not know.
   a. READ through the sentence or paragraph without trying to attack the new word. (PAUSE when you come to the unknown word.)

      Example may be:

      > The apples had their places all around the room.
      > They were codlins, and golden pippins, brown russets and scarlet crabs, biffins, nonpareils and queenings, big green bakers, pearmains, and red streaks.

   b. UNDERLINE/DISCUSS the most familiar words that give you a clue to the meaning of the unknown words.

      Examples may be: apples, russets, crabs
   c. EXPRESS the meaning of the unknown words in your own words.

      Example:

      > "I feel the two words I do not know (codlins and biffins) are kinds of apples."

   d. APPLY the meaning derived from the clues to the context of the paragraph.

      Example:

      > "Would a kind of apple work in this paragraph?"
3. Words in a Series Clues may also be used in the Cloze Procedure. Please refer to page 100 for the Steps in Teaching the Cloze Procedure and to Activity d for teaching Words In A Series Clues when the Cloze Procedure is involved.
4. Some additional sentences/paragraphs that you may use are:
   a. Many Unidentified Flying Objects have turned out to be stars, planets, reflections, fireworks, balloons, meteors, mirages, missiles, rockets, lightning, birds, and tricks by man.
   b. Mammals are warm-blooded vertebrates. There are many groups of mammals and some of them are marsupials, sea-going mammals, rodents, and primates.

c. Some geometric forms are symmetrical. They are the equilateral triangle, isosceles triangle, rectangle, regular hexagon, regular octagon, regular pentagon, rhombus, and trapezoid.

5. Some additional activities may be:
   Have the class locate passages from their social studies/science texts with examples of Words In A Series Clues.

B. Practice FAMILIAR EXPRESSION OR LANGUAGE EXPERIENCE Clue

1. Definition
   a. The clue of familiar expression or language experience requires for discovery a reader who has developed a familiarity with certain common language patterns and everyday expressions.
2. Procedure to use when you encounter a word in a familiar expression or language experience that you do not know.
   a. READ through the sentence or paragraph without trying to attack the new word. (PAUSE when you come to the unknown word.)
      Example may be:
      He took it upon himself - yes, he appropriated the entire responsibility for raising money for the class gift.
   b. UNDERLINE/DISCUSS the familiar expression/language experience clue that gives you a clue to the meaning of the unknown word.
      Example may be: "take upon himself"
   c. EXPRESS the meaning of the unknown word in your own words.
      Example:
      "I feel the word I do not know means 'to do it by himself'."
   d. APPLY the meaning derived from the clue to the context of the sentence.
      Example:
      "Would 'to do it by himself' apply to the word I do not know?"
3. Familiar Expression or Language Experience Clues may also be used in the Cloze Procedure. Please refer to page 100 for the Steps in Teaching the Cloze Procedure and to Activity e for teaching Familiar Expression/Language Experience when the Cloze Procedure is involved.
4. Some additional sentences/paragraphs that you may use are:
   a. The drowning man was carried to the beach, where he was given artificial respiration.
   b. After hiking through the woods all day, I was as famished as a bear.
   c. Gloria Sweet waved good-bye to her boyfriend, Sammy Smart, with tears of pride rolling from her glittering orbs.
5. Some additional activities you may use are:
   a. THOUGHTVAULT, Economy Co., pp. 82-83.

c. Locate any newspaper headlines that would be examples of familiar expressions being used.

C. Practice SYNONYM OR RESTATEMENT Clue

1. Definition
    a. The reader infers the meaning of an unknown word because it repeats an idea expressed in known words nearby.
    b. A writer may use familiar words or signal words to call attention to such restatements: or, in other words, that is to say, or that is.
2. Procedure to use when you use the synonym or restatement clue.
    a. READ through the sentence or paragraph without trying to attack the new word. (PAUSE when you come to the unknown word.)

    Example may be:

    > Flooded with spotlights - the focus of all attention - the newly chosen Miss Teenage America began her year-long reign. She was the cynosure of all eyes for the rest of the evening.

    b. UNDERLINE/DISCUSS the most familiar words that give you a clue as to the meaning of the unknown word.

    Example may be:

    > "the focus of all attention"

    c. EXPRESS the meaning of the unknown word in your own words.

    Example:

    > "I feel the unknown word means 'center of interest' or 'focus of everyone's attention'."

    d. APPLY the meaning derived from the clues to the context of the paragraph.

    Example:

    > "Would 'center of interest' apply to the unknown word?" *(A synonym never represents the exact meaning of the unknown word.)

3. Synonym or restatement clues may also be used in the Cloze Procedure. Please refer to page 100 for the Steps in Teaching the Cloze Procedure and to Activity f for teaching Synonym or Restatement when the Cloze Procedure is involved.
4. Some additional activities that you may use may be:
    a. Have the class use a synonym in place of the verb in the following sentences:
        (1) The girl walked across the street.
        (2) The wolves walked around the tent.
        (3) The mouse ran into its hole.
        (4) The lively pony can run across the pasture.
        (The class may exchange papers and try to trick their neighbors.)

b. Read each sentence carefully. For each sentence select from the list below the right synonym for the word "said". The sentence context clues will help you.

ordered coaxed repeated whispered
growled shouted explained thundered

(1) "I am reminding you again," he said, "to be careful when crossing the road."

(2) "Close ranks," the sergeant said, "and stand at attention."

(3) "This is the way you should work the example," said the teacher.

(4) "Hurrah!" they said. "We won! We won!"

(5) "Please try to hear me," said the captain. "They are in the next room, and I don't dare talk louder."

(6) "Look - you," he said, "can't you do anything right?"

(7) "Come on, boys," he said, "let's get the grass cut."

(8) "Out of my way!" said the giant, as he strode down the valley.

c. Some additional sentences and paragraphs for emphasizing the Synonym or Restatement Clue are:

(1) Inoculation, that is, the injection of a serum into the blood, is one way of preventing disease.

(2) The Post Office tries to discourage the abbreviation, or shortened form, of state names on envelopes.

(3) The sentence fragment, a group of words that is less than a sentence, is a common error in student writing.

(4) Louis XIV kept his nobles constantly involved in rites and ceremonies and certain ways of doing things. Such protocol permitted him to keep them busily engaged while he ruled France without interference.

(5) In games or school elections, it is always more fun to be on the winning side. On the losing side, spirits are crushed and gloom prevails. The mood is saturnine.

(6) Some people think the happiest and most carefree years of our lives are those of youth. Others believe that youth holds heartbreak more than happiness and that the halcyon years are the later years when life is less hectic.

(7) He handled the meeting with a disappointing look of skill. His positive, decisive, peremptory replies to questions were resented by the student council members because they stifled further exchange of ideas.

D. Practice DIRECT EXPLANATION Clue

1. Definition
    a. A writer may realize that he has used a word the reader may not know. In that case, he may give an outright explanation of its meaning to assist his reader.
    b. A writer may use signal words or familiar words to call attention to the direct explanation: "or, that is". A writer may also use commas alone.
2. Procedure to use when you use the direct explanation clue.
    a. READ through the sentence or paragraph without trying to attack the new word. (PAUSE when you come to the unknown word.)

        Example may be:

        > An ecologist, a scientist who specializes in the relationship between living things and their environment, is likely to have authoritative opinions on the problem of pollution vs. man's survival.

    b. UNDERLINE/DISCUSS the most familiar words that give you a clue to the meaning of the unknown word.

        Example may be:

        > "a scientist who specializes in the relationship between living things and their environment"

    c. EXPRESS the meaning of the unknown word in your own words.

        Example:

        > "The word I do not know has to do with a scientist who studies our environment."

    d. APPLY the meaning derived from the context clue to the unknown word.

        Example:

        > "Could a scientist who studies our environment have an opinion on the problem of pollution vs. man's survival?"

3. Direct Explanation Clue may also be used in the Cloze Procedure. Please refer to page 100 for the Steps in Teaching the Cloze Procedure and to Activity g for teaching Direct Explanation Clue when the Cloze Procedure is involved.
4. Some additional activities you may use are:
    a. The child may determine the meaning of an unfamiliar word in context by inferring from direct description.
        (1) Materials: Transparencies 1 and 2, overhead projector, grease pencil.

Procedure:

(a) The teacher explains that the students will always come across words in their reading that they will not know. He explains that if the students are good detectives, they will be able to find clues in the stories or sentences they are reading that will help solve the mystery of the meaning of the unfamiliar word. The teacher further explains that many writers intentionally put clues to a word's meaning in the material the child is reading. He explains that these clues may be a word or words directly before the unfamiliar word, directly after the unfamiliar word, or both before and after the unfamiliar word. The teacher emphasizes that the students are going to spot the special kinds of clues that many writers use to help the reader understand the meaning of unfamiliar words.

(b) The teacher explains that many writers offer definitions or explanations of the words they use that a student may not know. The teacher writes the following sentences on the board: "To sacrifice is to give up something for the sake of something else." "Zepher, my dog, is asleep." "Carnivores such as lions and tigers live in Africa." He then explains that in all of these sentences the writer is explaining the unfamiliar words. In "Zepher, my dog, is asleep," the writer is saying that Zepher is a dog. In "To sacrifice is to give something up for the sake of something else," the writer is giving us a definition of the word; and in "Carnivores such as lions and tigers live in Africa," the writer is providing an example or illustration of the unfamiliar word. The teacher should stress that in each of the above techniques the writer is providing clues to the meaning of the unfamiliar words.

(c) The teacher projects the first transparency. He tells the students that in each of the sentences shown, the writer has provided clues to the meaning of the unfamiliar word. The clues are either a definition of the unfamiliar word, an example of the unfamiliar word, or a restatement of the unfamiliar word. He asks the students to identify the clues for the first sentence. The students reply that looked through the camera, told the people to smile and pressed the lever are the clues, and the teacher underlines looked through the camera, told the people to smile and pressed the lever on the transparency. The students' responses should be discussed. The teacher then asks the students to look at the words beside the first sentence. He asks the students to identify the appropriate meaning for the unfamiliar word based on the clues. The students' responses should be discussed. The teacher goes through the remaining sentences following the same procedure. The students' answers should be discussed.

Clues: 1. looked through the camera, told the people to smile, pressed the lever; 2. green bug, long wings, long jointed legs; 3. fish, turtles, parrots, and hamsters; 4. four equal sides; 5. frightened; 6. hands, dry and cracked, lotion.

Answers: 1. b; 2. d; 3. b; 4. d; 5. a; 6. c.

(2) Materials: Mimeographed copies of worksheet 1, pencils.

Procedure: The students do the worksheet independently. Their work should be checked. The teacher should remind the students to examine the sentences carefully for the clues to the unknown words.

Answers: Across: 1. sad; 3. open; 4. yell. Down: 1. slowly; 2. deep.

TRANSPARENCY 1

1. Marvin looked through the camera. He told the people to smile just before he pressed the lever. Marvin is plishing.
   - a. cutting down a tree
   - b. taking a picture
   - c. boiling fish
   - d. selling books

2. Lois looked at the green bug with long wings and long jointed legs. She had never seen a glog before.
   - a. bird
   - b. fish
   - c. flower
   - d. grasshopper

3. Doats such as fish, turtles, parrots, and hamsters are very easy to take care of.
   - a. pictures
   - b. pets
   - c. months
   - d. books

TRANSPARENCY 2

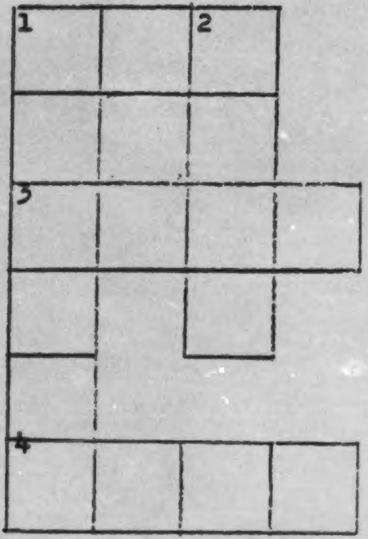
4. Eric cut the paper so that it had four equal sides. Eric made a clat.
   - a. circle
   - b. sailboat
   - c. rectangle
   - d. square

5. Mitch was frightened by the noise. He atedly opened the door and looked out.
   - a. cautiously
   - b. eagerly
   - c. happily
   - d. proudly

6. Ann looked at her hands. They were dry and cracked. She put some lotion on. Ann's hands were teted.
   - a. large
   - b. trim
   - c. chapped
   - d. smooth

WORKSHEET 1

W



Across

1. Joe's feelings were hurt.
Tears formed in his eyes.
Joe was __________.

3. Ed walked in the room.
Fresh air came flowing
in through the windows.
The windows were __________.

4. Nick enjoys shouting as
loud as he can. When he's
alone outdoors, he likes
to __________.

Down

1. The door moved ever so
slightly. It creaked as it
moved. The door moved __________.

2. It was a long way to the
bottom. The water was
__________.

3) Materials: Transparency 3, overhead projector.

Procedure:

(a) The teacher reminds the students that all the words in a sentence or paragraph make up the setting or background for that paragraph. The teacher says that the setting or background the words make in a sentence or paragraph is called context. He reminds the students that there will always be words in their reading that they will not know. He states that writers, however, often provide clues to the meaning of the unfamiliar words. He points out that the students should be able to determine the meaning of unfamiliar words by looking carefully for the clues provided.

(b) The teacher projects the transparency. The students read the paragraphs silently. The teacher tells the students that very often, when writers use a word that may be unfamiliar to the students, they provide a description or definition of the word. The teacher points out that this clue or description of the unfamiliar word can be a word, a phrase, or an entire sentence. It can appear near the unfamiliar word, in the sentence before it, or in one or two sentences after. The teacher asks the students to identify the clues to the meanings of each of the unfamiliar words underlined on the transparency. He then asks the students to identify the meanings of the words kaput, sparingly, and flue. The students should respond with words like ruined, ended, broken (kaput); not often, seldom, in small amounts (sparingly); pipe (flue).

(4) Materials: Advertisements, chalkboard, chalk, pencils.

Procedure: The teacher writes the first advertisement on the chalkboard: "With this new keit your shoes will always be shiny and bright." He tells the students that they are going to play a little game. He explains that the sentence on the board is an advertisement, and that they are to guess the name of the pretend product described (not brand names). The teacher points out that by looking very carefully at the clues provided in the sentence, the students should be able to identify the product. The students should respond that keit is shoe polish or wax. The teacher writes the remaining advertisements on the chalkboard following the same procedure. The students' answers should be discussed. The students should be encouraged to write advertisements of their own to present to the class.

Answers:

1. shoe polish, wax
2. soap, detergent
3. breath spray, mouth wash

Sample advertisements:

With this new keit your shoes will always be shiny and bright.

Don't let your friends talk behind your back about your ugly gray wash. Instead, this clopper will make your clothes come out sparkling clean.

Does your canary have bad breath? Use this aerosol peipo to make him a pleasure to be around.

(5) Materials: Mimeographed copies of worksheet 2, pencils.

Procedure: The students do the worksheet independently. Their answers should be discussed.

Answers: 1. c; 2. a; 3. b.

TRANSPARENCY 3

Adam ran out to start the car. He put the key in the ignition. The car made a big noise and then died. The engine was kaput. It would never run again.

Louise and I are in the same homeroom at school. We enjoy talking a lot. She told me that she is very careful about how many sweets she eats. Louise says she eats all desserts sparingly.

Mr. Tum is building a new house. In fact, he is building it entirely by himself. Last week Mr. Tum had finished all the building except for installing the flue, a pipe, in his fireplace.

WORKSHEET 2

DIRECTIONS: Read the following jokes. Look carefully for the clues in the jokes that help you determine the meaning of the underlined words. Fill in the circle next to the meaning of the underlined words.

1. Two stertzos were eating grass beside the highway one day. A milk truck came racing down the road. On the milk truck, the following was painted: "Pasteurized, homogenized, vitamins added." The two stertzos looked at each other and one said, "I feel like a failure."

   Stertzos are

   ⓐ horses
   ⓑ boys
   ⓒ cows
   ⓓ farmers

2. Peter: I heard that two scientists crossed a parrot with a keekee.
   Al: What did they get?
   Peter: I'm not sure, but if he starts talking to you, you'd better listen.

   Keekee is a

   ⓐ grizzly bear
   ⓑ duck
   ⓒ fish
   ⓓ worm

3. The English teacher asked the children, "What is the ledo of the word sad?" The class responded, "Happy." The teacher asked, "And the ledo of smart?" "Dumb," the class answered. "And what is the ledo of woe, meaning sorrow?" asked the teacher. "Giddap." they shouted.

   Ledo is

   ⓐ same
   ⓑ opposite
   ⓒ example
   ⓓ meaning

(6) Materials: Transparency 4 and overlay, overhead projector, grease pencil.

Procedure:

(a) The teacher reminds the students that all the words in a sentence or paragraph make up the setting or background for that paragraph. The teacher says that the setting or background the words make in a sentence or paragraph is called context. He reminds the class that there will always be words in their reading that they will not know. He explains to the class that sometimes there will be words in their reading that they will have seen before, but they will mean something entirely different. The teacher points out that most writers provide clues to the meanings of words. He says that the class should be able to determine the meaning of words by looking carefully for the clues provided.

(b) The teacher projects the transparency. The teacher asks the students what horse usually means. The class will probably respond, "A large, four-legged animal with hooves, a mane, and a tail."

(c) The teacher places the overlay on the transparency. The students read the sentence silently as the teacher reads it aloud. The teacher asks if horse in this sentence means "a large, four-legged animal with hooves, a mane, and a tail". They should respond that it doesn't. The teacher explains that many words have more than one meaning. He tells the students that they are probably familiar with the most common meanings of many words. The teacher explains to them that sometimes writers use familiar words with unfamiliar meanings. He tells the students that very often when writers use a word that may have an unfamiliar meaning they provide a description or definition of the word. The teacher points out that this clue or description can be a word, a phrase, or an entire sentence. It can appear near the word, in the sentence before it, or in one or two sentences after. The teacher asks the class to identify the clues to the meaning of the word horse on the transparency. The class should respond, "Steady support on which he could saw." The teacher draws a line under "steady support on which he could saw" on the transpaency. Their responses should be discussed. He then asks the class to identify the meaning of the word horse as it appears in the sentence. The class should respond, "A frame on logs used as support."

(7) Materials: Mimeographed copies of worksheets 3 and 4, pencils, chalkboard, chalk.

Procedure:

(a) The teacher explains that many writers offer definitions or explanations of the meaning of words they use that a student may not know. The teacher writes the following sentences on the board:

Cream is the part of milk that is rich in butterfat.

Betty chose cream, a yellowish white color, as the color to paint her bedroom.

Creams, like cold creams and face and hand creams, are available at the drugstore.

The teacher explains that in all of these sentences the writer is explaining the meaning of the word cream. In "Betty chose cream, a yellowish white color, as the color to paint her bedroom," the writer is saying that cream is a yellowish white color. In "Cream is the part of milk that is rich in butterfat," the writer is giving us a definition of the word; and in "Creams, like cold creams and face and hand creams, are available at the drugstore," the writer is providing an example or illustration of the word. The teacher should stress that in each of the above techniques the writer is providing clues to the meanings of the words.

(b) The students do the worksheets independently. Their answers should be discussed.

Answers: 1. narrow strip of land, c; 2. of the shirt, b; 3. discovery, a; 4. to get coffee and visit restrooms, b; 5. friends, b; 6. went from egg to butterfly, butterfly laid eggs, a; 7. highly-educated, wealthy people, c; 8. members, of animals, b; 9. biology, study, b; 10. painting, color contrast of yellow on black, a.

TRANSPARENCY 4

horse

a. a large four-legged animal with hooves, a mane, and a tail
b. cavalry
c. a frame on legs used as support

Eric needed a steady support on which he could saw the boards, so he borrowed Mr. Keep's

W

WORKSHEET 3

DIRECTIONS: Read the sentences. Draw a circle around the clues that help identify the meaning of the underlined words. Then fill in the circle next to the meaning of the underlined words.

1. A narrow strip of land is called a neck.
   - ⓐ the part of the body that joins the head to the body
   - ⓑ a piece of clothing going around the neck
   - ⓒ a narrow strip of land

2. The neck of the shirt was ripped.
   - ⓐ the part of the body that joins the head to the body
   - ⓑ a piece of clothing going around the neck
   - ⓒ a narrow strip of land

3. The discovery of a new fuel now would be a big break for the American people.
   - ⓐ opening or opportunity
   - ⓑ brief rest in doing something
   - ⓒ an instance of being broken

4. The committee took a fifteen-minute break to get a cup of coffee and visit the restrooms.
   - ⓐ opening or opportunity
   - ⓑ brief rest in doing something
   - ⓒ an instance of being broken

5. Milly was introduced to my circle of friends.
   - ⓐ a complete cycle
   - ⓑ a group of people who have common interests
   - ⓒ a perfectly round shape, drawn on a flat surface

WORKSHEET 4

6. Things had turned full circle; the caterpillar went from an egg to a butterfly, and the butterfly laid eggs for future caterpillars.
   - ⓐ a complete cycle
   - ⓑ a group of people who have common interests
   - ⓒ a perfectly round shape, drawn on a flat surface

7. The highly-educated, wealthy people are often called upper-class.
   - ⓐ a group of students who take the same courses in school
   - ⓑ a major subgrouping of the plant or animal kingdom
   - ⓒ a group of society classified by wealth, education, occupation

8. Birds are members of a class of animals.
   - ⓐ a group of students who take the same courses in school
   - ⓑ a major subgrouping of the plant or animal kingdom
   - ⓒ a group of society classified by wealth, education, occupation

9. Tim chose biology as his field of study.
   - ⓐ the background against which something is shown
   - ⓑ an area of study or interest
   - ⓒ a piece of ground without trees, especially one suitable for use as a pasture or for growing crops

10. The beauty of this painting is in the color contrast of yellow on a black field.
    - ⓐ the background against which something is shown
    - ⓑ an area of study or interest
    - ⓒ a piece of ground without trees, especially one suitable for use as a pasture or for growing crops

b. There are ten sentences below, each with an underlined word. After the sentences there is a list of ten meanings. Using context clues, select the meaning for each underlined word.

DIRECTIONS: Number your paper 1 to 10. Write the letter that appears before the right meaning for each underlined word.

(1) The little girl was inquisitive that she opened the box as soon as her mother's back was turned.

(2) Disaster struck the town when the hurricane arrived with violent winds that shattered everything in their path.

(3) To be diplomatic you must appear to be friendly even if you do not feel like it.

(4) The preliminary chapter was easier than the later ones.

(5) The flashlight suddenly illuminated the cellar.

(6) The boy leaped across the fallen branches with the agility of a deer.

(7) The vase was fragile that it shattered into a thousand pieces at the first touch.

(8) The fatal accident occurred at a sharp bend in the road.

(9) We had to work our arithmetic problems with great care to make sure that our answers were precisely correct.

(10) The earth spins around its axis with one rotation every twenty-four hours.

THE MEANINGS

(a) first, or beginning
(b) turn
(c) an event that causes great destruction
(d) quickness, nimbleness
(e) curious
(f) easily broken
(g) exactly
(h) bringing death
(i) showing courtesy in relations with other people
(j) lit up

c. Find the meaning or explanation of the underlined word in each sentence. On your paper match each underlined word with the correct meaning listed after the sentences.

i (1) The baboon's face was ugly with anger, and the boy decided he had never seen so hideous a countenance.

h (2) The accountant explained to the merchant that his claim for a tax deduction was entirely legitimate, since the law allowed that claim in all similar cases.

f (3) In complete darkness the pupils of your eyes will open very wide until they are fully dilated.

c (4) The witness told a complicated but credible story which the jury could readily believe.

j (5) The visitors to the mansion were greeted with regal ceremony, almost as though they were received by royalty.

a (6) After receiving the anesthetic, the patient remained dormant for the entire day, and his wife could not rouse him from his sleep.

e (7) When the horse got the bit between his teeth, he became so intractable that reins and spurs and whip could not control him any longer.

g (8) The prisoner tried to avoid arrest by displaying some forged papers, but the subterfuge did not succeed.

b (9) The burglar carefully wiped away his fingerprints, but he neglected to obliterate the other traces of his crime.

d (10) Ronald always had plausible explanations for his lateness; they sounded reasonable even if they were not always true.

THE MEANINGS

(a) sleeping
(b) remove all traces
(c) believable
(d) apparently reasonable
(e) uncontrollable
(f) opened wide
(g) trick or device to escape something
(h) allowed by law
(i) face
(j) royal

d. Some additional statements that may be used are:

(1) The development of the laser - that is, a device which concentrates high energies from radiation into a narrow, sharply focused beam of light - has practical applications in medicine.

(2) Regardless of his many reforms and arguments, the senator was forced into a cul-de-sac by his opponents. What can a man - eminent senator or petty official - do to retrieve himself from a blind alley?

(3) A hero on the football field is often a coward in the dentist's chair! Fear of the dentist was a topic for concern at the meeting of the Chicago Dental Society last week. To help patients cope with their fears, a Pittsburgh dentist urged, "Dentists should not hesitate to use the placebo - an inactive pill given merely to satisfy the patient psychologically."

(4) The exigency, or emergency, that developed when the automatic pilot failed, forced Astronaut John Glenn to neglect some of the experiemts that had been planned and to take over manual

control of the space craft during most of the second and third orbits.

(5) To talk helter-skelter of the weather, war, what you will wear to the prom, and whether or not you will try out for the senior class play is to carry on only a desultory conversation.

E. Practice EXPERIENCE Clue

1. Definition
   a. Often our own life experience - or our indirect experience through reading and other learning channels - provides the clue. We know from our own experience how people and things act or react in a given situation. Consequently, we can approximate the meaning.
2. Procedure to use when you encounter a word and use the Experience Clue.
   a. READ through the sentence or paragraph without trying to attack the new word. (PAUSE when you come to the unknown word.)

      Example may be:

      Those first bewildering weeks, the thoughts of a college freshman drift back to high school where he was "in", knew everyone, and felt at home. A feeling of nostalgia sweeps over him.
   b. UNDERLINE/DISCUSS the most familiar words that give you a clue as to the meaning of the unknown word.

      Example may be: "First bewildering weeks", "college freshman"
   c. EXPRESS the meaning of the unknown word in your own words.

      Example:

      "The first bewildering weeks of a college freshman were rather lonesome."
   d. APPLY the meaning derived from the clues to the context of the paragraph.

      Example:

      "Would lonesomeness or homesickness fit into the context of this paragraph?"
3. Experience Clues may also be used in the Cloze Procedure. Please refer to page 100 for the Steps in Teaching the Cloze Procedure and to Activity 1 for teaching Experience Clues when the Cloze Procedure is involved.
4. Some additional activities may be:
   a. After these sentences you will see five defintions to match the underlined words. Write on your paper the word that fits each definition, numbering your answers to correspond with the definitions.

3 (1) With the magnifying glass clamped onto his spectacles, the watchmaker put together again, with great precision, the dozens of parts that belong to the watch.

2 (2) "Thanks for your advice, Mrs. Rafferty," said my mother, "but I'm not worried about Peter's being near the baby. Peter has already had scarlet fever and he's immune now."

1 (3) A lion tamer may be accustomed to his circus act, but he must have an intrepid nature to venture into a cage filled with snarling lions.

5 (4) Veronica could not keep her mind off the surprise party her friends were to give her that night. The instructor was demonstrating a science experiment just then, and Veronica was paying attention, but in a rather perfunctory way.

4 (5) Jimmy was protesting that the hole in the window was caused by the strong wind, but the football on the floor was evidence that Jimmy was prevaricating.

(1) fearless
(2) protected against, not susceptible
(3) exactness, thorough attention to details
(4) evading the truth, lying
(5) half-hearted, indifferent

b. The student may classify the experience clues according to the following:

(1) Life experience.

Example:

The basketball game was a fiasco, with our team scoring 21 points to their 104.

(2) Vicarious experience.

Example:

The heart attack victim was resuscitated through the use of mouth-to-mouth breathing.

(3) Language experience.

Example:

He took it upon himself - yes, he appropriated the entire responsibility for raising money for the class gift.

(The life experience clue allows the student to review his or her own experiences and come up with a reasonable meaning of the unknown language unit; the vicarious experience clue is similar but the reader reviews knowledge gained through reading and/or other media. In using language experience, learners can use knowledge of familiar expressions (he took it upon himself) to unlock meaning (appropriated).

c. Some sentences the students may discuss are:

(1) He fought with the truculence of a bulldog.

(2) The most gifted teacher would have difficulty making clear to a high school class such an abstruse subject as the Einstein Theory.

(3) At Thanksgiving and Christmas time, indigent families are fed by the Salvation Army.

F. Practice EXPLANATION THROUGH EXAMPLE Clue

1. Definition

a. A writer may use a new word, but nearby the reader may find an example that helps illuminate the meaning.

b. A writer may use familiar words or signal words to call attention to such examples: such as, for example, like, especially, including.

2. Procedure to use when you use an Explanation Through Example Clue.

a. READ through the sentence or paragraph without trying to attack the new word. (PAUSE when you come to the unknown word.)

Example may be:

Many exotic dishes, such as curry, snails, pigeon eggs, and caviar, were served.

b. UNDERLINE/DISCUSS the most familiar words that give you a clue as to the meaning of the unknown word.

Example may be:

"Let's see, curry comes from India and caviar is associated with Russia..."

c. EXPRESS the meaning of the unknown word in your own words.

Example:

"By looking at these dishes, I would say the unknown word means foreign or strange."

d. APPLY the meaning derived from the clues to the context of the paragraph.

Example:

"Would 'strange or foreign' fit into the context of this sentence?"

3. Explanation Through Example Clue may also be used in the Cloze Procedure. Please refer to page 100 for the Steps in Teaching the Cloze Procedure and Activity h for teaching Explanation Through Example Clue when the Cloze Procedure is involved.

Some additional activities that you may do are:

a. Have the students explain how the signal words help in the following examples:

(1) On her vacation, Betty will travel on a boat like the one piloted by Mark Twain.

(2) Girls always seem to do better in tests of an aesthetic nature, such as matching colors and shapes.

(3) President Jefferson tried by economic measures such as the embargo to halt English raids on our ships.

(4) A study of homonymns - meet and meat, for example - helps build a vocabulary.

b. The students may give the example clue in each of the following:

(1) Sportsmanship is often demonstrated by two opposing players who shake hands after a contest.

(2) Violins, banjos, cellos, harps, lutes, and zithers are stringed instruments.

(3) Modern airplanes are powered by various kinds of engines: pistons fan jet, turbojet, turboprop, and ramjet.

(4) Ant colonies contain three classes - queens, workers, and males.

(5) In the course of man's evolutionary development, certain organs have atrophied. The appendix, for example, has wasted away from disuse.

(6) President Lincoln's attitude toward the fallen South was magnanimous - "with malice toward none, with charity for all".

(7) An occasional respite during a long evening of study is desirable. Jim often took a short "breather" between chapters or between assignments.

(8) The boy's reaction to the newly-elected class president was characterized by a strange ambivalence - admiration, then disenchantment, faith - and then distrust.

(9) Long neglected, the society is in a moribund condition - social functions are dull, the treasury is drained, the memberhsip is dwindling.

(10) John gets good grades because he is a sedulous worker. Not only does he begin assignments promptly, but he studies systematically. He will not permit coke breaks, television, or sudden impulses to go off to the movies interfere with his homework schedule. Nor does he give up easily on difficult assignments - he will stick with the toughest chemistry problem until he "cracks" it!

D. Practice SUMMARY Clue

1. Definition

   a. The new word appears to "wrap up" a whole situation. We can reason out the meaning because we know the circumstances the new word is summing up. Sometimes the situation that the word sums up is found before the unknown word.

   b. Sometimes the situation the word sums up is found after the unknown word.

2. Procedure to use when you encounter a new word and use the summary clue.

   a. READ through the sentence or paragraph without trying to attack the new word. (PAUSE when you come to the unknown word.)

      Example may be:

      The room was completely disheveled. Chairs were overturned. Pillows were thrown helter-skelter. Parts of the newspaper lay about the floor.

   b. UNDERLINE/DISCUSS the most familiar words that give you a clue as to the meaning of the unknown word.

      Examples may be:

      "chairs were overturned, pillows thrown helter-skelter, newspaper laying on the floor"

   c. EXPRESS the meaning of the unknown word in your own words.

      Example: "I would say the unknown word means 'a mess'."

   d. APPLY the meaning derived from the summary clue to the context of the paragraph.

      Example:

      "The room would be a mess if the chairs were overturned, the pillows were thrown helter-skelter, and parts of the newspaper were on the floor."

3. The Summary Clue may also be used in the Cloze Procedure. Please refer to page 100 for the Steps in Teaching the Cloze Procedure and to Activity j for teaching the Summary Clue when the Cloze Procedure is involved.

4. Some additional activities may be:

   a. Describe the summary clue in each selection and tell the location of the clue.

      (1) The greatest effect of the Renaissance on education was a growing secularization in schools. More school curricula focused on man's expression of feelings toward the world in which he lived. Schools became interested in teaching about affairs of the world, not only about religious matters.

(2) Pete Littlefield, our center, stands six feet three in his stocking feet and weighs an even 210 pounds. His teammates call him "Runt", an obvious misnomer.

(3) With home furnishings, the style is toward the eclectic. People are being encouraged to combine modern, traditional, Early American, French Provincial - and all in the same room.

(4) Charlie is a very inquisitive person. He is interested in everything and everybody, and is always asking questions.

(5) When John heard the noise, his knees began to shake. His hands were wet and cold. He felt as if he couldn't move. He was terrified.

b. Write several examples of the summary clue. Exchange papers with a neighbor and have the neighbor state why it is or is not a summary clue.

H. Practice MOOD OR TONE Clue

1. Definition

a. Harmony and inference are the key words in using this type of context clue. The reader must infer a feeling that harmonizes with the overall context. The writer sets a mood - gay, somber, frightening, eerie - or the mood might be ironic.

2. Procedure to use when you encounter a new word and use the mood/tone clue.

a. READ through the sentence or paragraph without trying to attack the new word. (PAUSE when you come to the unknown word.)

Examples may be:

The starchiness in his voice and scowl on his face warned us that father was in a captious mood. Absolutely nothing suited him! Dinner was too late - the meat was too cold - the coffee was too hot!

Such a poor, old, gray-haired man as leader! To ask him to serve us again is to murder him. How can we impose ourselves as his worthless children upon such a paternal creature?

b. UNDERLINE/DISCUSS the most familiar words that give you a clue as to the meaning of the unknown word.

Examples may be:

In the first example: "starchiness in his voice and the scowl on his face"

In the second example: "poor, old, gray-haired man"

c. EXPRESS the meaning of the unknown words in your own words.

Example:

"In the first example, both the mood and the setting contribute to the meaning of the unknown word."

"In the second example, if taken at face value, the tone would appear to present the new word as a kindly, old, fatherly man; however, one would need to be aware of the larger context. If the intent were to draw sympathy with a plea to let the gentleman retire, that's one thing. One the other hand, if a politician was using a sarcastic tone with the intent of forcing retirement, the meaning changes radically."

d. APPLY the meaning derived from the Mood or Tone Clue to the Context of the paragraph.

3. Mood or Tone Clues may also be used in the Cloze Procedure. Please refer to page 100 for the Steps in Teaching the Cloze Procedure and to Activity ½ for teaching the Mood or Tone Clue when the Cloze Procedure is involved.

4. Some additional activities may be:

a. Write creative stories using Mood/Tone Clues, or locate examples in library books.

b. Use the above excerpts and read them aloud using the Mood/Tone Clue deemed necessary.

c. Some additional statements are:

(1) The day was dull. Clouds hung low and black overhead. The air was oppressive. This dreary landscape cast a spell of melancholy over him.

(2) As she said goodnight on the night of the prom, the boy she cared for most asked her to wear his fraternity pin. Her joy was ineffable.

(3) The lugubrious wails of the gypsies matched the dreary whistling of the wind in the all-but-deserted cemetery.

I. Practice COMPARISON OR CONTRAST Clue

1. Definition

a. When a comparison clue is present the student gets some suggestions of a new word's meaning because he compares it with a word or an idea already known to him.

(1) A simile may be a key to comparison clue.

Example: "The moon is shaped like a ball"

(2) A metaphor may be another key to an unknown unit.

Example: "The road was a ribbon of moonlight."

b. When a contrast clue is present the meaning of the new word is obviously in contrast to an idea expressed in familiar words nearby.

NOTE: Similes and metophors are discussed in detail in Unit A-5.

2. Procedure to use when you encounter a new word and use the comparison/contrast clue.

   a. READ through the sentence or paragraph without trying to attack the new word. (PAUSE when you come to the unknown word.)

      Examples may be:

      Comparison - Bob excels in football, photography, and music, and his older brother is even more versatile.

      Contrast - When the light brightens, the pupils of the eyes contract; when it grows darker, they dilate.

   b. UNDERLINE/DISCUSS the most familiar words that give you a clue as to the meaning of the unknown word.

      Examples may be:

      Comparison - "Bob and his brother"

      Contrast - "pupils in dark and light"

   c. EXPRESS the meaning of the unknown word in your own words.

      Examples:

      Comparison - "Bob is good in so many areas, but his brother is even better."

      Contrast - "The pupils of the eyes get smaller in bright light, so when it is dark they get larger."

   d. APPLY the meaning derived from the clues to the context of the sentence.

      Example:

      Comparison - "Is Bob's older brother well-rounded in more areas than Bob?"

      Contrast - "I will watch the pupils of my friend's eyes to see if they change."

3. Comparison or Contrast Clues may also be used in the Cloze Procedure. Please refer to page 100 for the Steps in Teaching the Cloze Procedure and to Activity 1 for teaching the Comparison or Contrast Clue when the Cloze Procedure is involved.

4. Some additional activities may be:

   a. The student may determine the meaning of an unfamiliar word in context by inferring from contrast.

      (1) Materials: Transparencies 1 and 2, overhead projector, grease pencil.

(a) Project transparency 1. The students read the sentence silently as the teacher reads it aloud. The teacher draws a line under "instead of being runny". He says that this is a clue to the meaning of the unknown word. He further explains that it is a clue to the meaning of the word because it tells us what the unknown word is not. The teacher says aute is not runny. He asks the students what something would be if it were not runny. They should respond with words like hard, solid, firm. The teacher asks the class to look at the four possible meanings of the word aute. He asks the class to determine which meaning comes closest to being not runny. They should respond that a solid lump comes closest.

(b) The teacher projects the second transparency, following the same procedure. The students' responses should be discussed. The teacher should stress that very often knowing what something is not is as important a clue to the word's meaning as knowing what it is. More importantly, the teacher should explain that contrast context clues provide another means by which the author can help them understand the meaning of the unfamiliar words in their reading.

Answers: Aute: d; zerl: c; thabed: a.

(2) Materials: Dialogues typed on cards for each participant, mimeographed copies of worksheet, pencils.

Procedure: The teacher tells the class to look at the word meanings beside the number 1 on the worksheet. He tells the class to listen carefully to determine the correct meaning for the pretend word mank. Two students read the dialogue to the class. The class listens to the dialogue and crosses out meanings on the worksheet as they become inappropriate based on the dialogue read. As soon as a student thinks he has the correct meaning, he raises his hand. The student's response should be discussed. The remaining dialogues are read following the same procedure. The class may generate their own dialogues.

Answers: Mank: car; witen: concert; zeepe: clown.

Sample dialogues:

1. George: I can't go riding with you, Arch.

Archie: Why not?

George: My *mank* is broken.

Archie: That's okay. I have two *manks*. You can borrow one of mine.

George: Are the tires on your *mank* in good condition?

Archie: Yes, I have just had one of the front tires on my yellow *mank* repaired.

George: Do you want me to take the yellow *mank*?

Archie: Yes, the yellow *mank* is an automatic. You're not used to a straight stick.

George: The garage mechanic said my *mank* needs a new engine. It won't be ready for three weeks.

2. Mary: Jody wants to go to the *witen*.

Edith: I could go with Jody instead of going to the movie.

Joe: Rather than stick around at the swimming pool, I could take Jody to the *witen*.

Mary: I'd go grocery shopping rather than listen to that kind of music.

3. Carol: I want to be a *zeepe* when I grow up.

Mother: Let's see - three weeks ago you wanted to be a nurse. A week later, instead of being a nurse, you wanted to be a doctor. I know you'd be almost anything rather than be a dentist.

Carol: Being a *zeepe* would be great! I would be working with children every day. I would teach them many things and yet I would make them laugh and be happy.

Mother: You once told me you prefer being around tiny children rather than school-age children.

Carol: That's right.

Mother: Instead of wanting to be a teacher, my daughter wants to be a ...

(3) Materials: Mimeographed copies of worksheet 2, pencils.

Procedure: The teacher does the example with the students. The students then do the worksheet independently. Their answers should be discussed.

Answers: Example, b; 1. c; 2. a; 3. c; 4. a; 5. b.

(4) Materials: Mimeographed copies of worksheet 3, pencils.

Procedure: The students do the worksheet independently. Their answers should be discussed. The class should identify the clues they used in determining the appropriate meanings. The teacher should elicit a variety of responses for the last limerick. A discussion of how only certain meanings are appropriate should follow.

Answers: 1. b; 2. b; 3. ugly, funny, etc.

(5) Materials: Cardboard strips, felt-tip marker, sentences, nonsense words, and word meanings.

Procedure:

(a) The teacher writes each sentence, each nonsense word, and each meaning on separate cardboard strips.

(b) He then divides the class into three groups. He gives one group of students the nonsense word cards, another group the sentence cards, and the third group the word meaning cards.

(c) He tells the students who are holding the nonsense word cards to find the student who is holding the sentence that includes his made-up word.

(d) The nonsense word card students and the sentence card students team up to locate the student who is holding the word meaning card that is appropriate.

(e) When all the word meaning cards, nonsense word cards, and sentence cards have been matched, the teacher should have the teams present and discuss their individual matches.

Samples:

Nonsense Words	Sentences	Word Meanings
nute	Instead of being nute, Bob was very clean.	dirty
swolt	When the food finally came it was swolt instead of hot.	cold
oze	Ted hates carrots, rather than oze them as Jenny does.	love
poatly	Rather than cut the bread poatly, Greg cut it in thin slices.	thickly

[illegible]. The student may determine the meaning of an unfamiliar word in context by inferring from both direct description and contrast.

(1) Materials: Mimeographed copies of worksheet 4, pencils.

Procedure: The students do the worksheet independently. Their answers should be discussed.

Answers: Retort: answer; coax: beg; expunged: erased; nummular: circular; sultry: hot; unicellular: single-celled; vituperated: severely scolded.

(2) Materials: Mimeographed copies of worksheets 5 and 6, pencils.

Procedure: The teacher does the example with the students. Then they do the worksheets independently. Their answers should be discussed.

Answers: Example, b; 1. a; 2. c; 3. a; 4. d; 5. c; 6. b; 7. b; 8. d.

(3) Materials: Mimeographed copies of worksheets 7, 8 and 9, pencils.

Procedure: The teacher does the example with the students. The students then do the worksheets independently. Their answers should be discussed. The students should identify the clues they used in determining the meaning of the unknown words.

Answers: x. c; y. a; 1. d; 2. b; 3. c; 4. a; 5. c; 6. d; 7. e; 8. e; 9. e; 10. d.

TRANSPARENCY 1

Instead of being runny, as Kim had expected, the cake was aute.

Aute is:

a. watery
b. icing
c. bitter
d. a solid lump

Susy's dress was made of zerl rather than a heavier, warmer fabric.

Zerl is:

a. wool
b. fur
c. cotton
d. leather

Instead of punishing Joe for not talking to strangers, his mother thabed him.

Thabed is:

a. praised
b. fed
c. bathed
d. scolded

WORKSHEET 1

1. car
   horse
   bike

2. movie
   grocery store
   concert
   swimming pool

3. third-grade teacher
   nurse
   dentist
   clown
   doctor

WORKSHEET 2

DIRECTIONS: Read the made-up words and their made-up meanings. Then read the sentences beneath each word and its meaning. Fill in the circle beside the sentence that uses the made-up word correctly.

Example

Tumptious means kind or sweet.

a Instead of being tumptious, Roger is very nice.
b Instead of being tumptious, Roger is a cruel, evil person.
c Rather than being tumptious like Ed, Roger is understanding and good.

1. Tramified means scared.
   ⓐ Instead of being tramified by the monster, Kelly was afraid.
   ⓑ Kelly was frightened by the monster, rather than being tramified by it.
   ⓒ Instead of being tramified by the monster, Kelly was unafraid.

2. Dictoll means destroy.
   ⓐ Instead of wanting to dictoll the sand castle, we wanted to help build it.
   ⓑ Rather than dictoll the sand castle, Eric smashed it.
   ⓒ Eric wrecked the sand castle instead of dictolling it.

3. Leet means friend.
   ⓐ Jerome is Edith's pal rather than her leet.
   b Instead of being her buddy, Jerome is Edith's leet.
   ⓒ Instead of being her leet, Jerome is Edith's enemy.

4. Gooply means quickly.
   ⓐ Instead of running gooply, Karla went slowly.
   ⓑ Rather than run gooply, Karla ran fast.
   ⓒ Karla ran rapidly rather than gooply.

5. Blit means keep.
   ⓐ Instead of blitting the paper, Con saved it.
   ⓑ Con threw the paper away rather than blit it.
   ⓒ Rather than hold on to the paper, Con wants to blit it.

V.

WORKSHEET 3

DIRECTIONS: Read the limericks below. Then decide what the nonsense word in each limerick means. Fill in the circle next to the correct meaning for the words in the first two limericks. For the last limerick, write on the line provided what you think the made-up word means.

1. There was an old man from Berlin
Who became so unnaturally thin,
That rather than sklee
When he drank up his tea,
He slipped through the straw and fell in.

sklee means

ⓐ fail

ⓑ succeed

2. A little old lady from Bat
Once sat very hard on her hat.
She didn't get kied,
But laughed till she cried,
And she buried her hat with her cat.

kied means

ⓐ silly

ⓑ mad

3. There was a young lady from Berm
Who tied bows on the tail of a worm.
He didn't look pretty,
But instead looked so dritty
That the lady of Berm called him "Germ."

dritty means

____

W

WORKSHEET 4

DIRECTIONS: Read each of the sentences. Then decide which of the meanings at the bottom of the page is appropriate for the underlined word in each sentence. Write the appropriate word meanings in the parentheses next to the underlined words.

1. Mrs. Miller's retort ( ) was a good response to Mr. Shay's question.

2. Rather than coax ( ) Sheryl to go to the party, Sandy only asked her once.

3. The boy had blotted out the memory forever. He had totally expunged ( ) it from his mind. He did not remember anything.

4. Like a nickel, a dime is nummular ( ) in shape.

5. Unlike Joe's room, which always remains cool and comfortable, John's room was sultry ( ).

6. The amoeba, an animal which has only one cell, is unicellular ( ).

7. Rather than deal with Charles lightly as his father does when Charles is naughty, Charles' mother vituperated ( ) him.

---

severely scolded

beg

hot

single-celled

answer

erased

circular

WORKSHEET 5

DIRECTIONS: Read the underlined words and their meanings. Then read the sentences below each word and its meaning. Decide which sentence uses the underlined word correctly. Fill in the circle next to the correct answer for each item.

Example

Copious means plentiful.

ⓐ Rather than having a copious amount, we had plenty.
ⓑ Instead of having a copious harvest, we barely had an acre of wheat.
ⓒ Rather than copious the paper, John handed it in blank.

1. Agley means off to one side.
   ⓐ Although Adam thought the hat was on straight, he had it on agley.
   ⓑ The people shouted with agley.
   ⓒ Instead of fixing dinner, mother made agley.
   ⓓ Agley thought carefully before he spoke.

2. Batten means strip of wood.
   ⓐ Mother used a batten to clean the bathroom floor.
   ⓑ This particular paint is made from battens.
   ⓒ Joel boarded up the windows with battens.
   ⓓ Unlike the other plastics we manufacture, a batten is soft and bends like paper.

3. Scrivener means writer.
   ⓐ Many years ago public writers were called scriveners.
   ⓑ The scrivener hit its bow on a rock and sunk.
   ⓒ Unlike other fish, scriveners usually wander the oceans alone.
   ⓓ Alex taped the scrivener to his book.

WORKSHEET 6

W

4. Quash means put an end to.
   ⓐ Instead of ending the book, Zeke quashed it.
   ⓑ Dick called the news station and gave them a quash.
   ⓒ Rather than quash the glass, Milly destroyed it.
   ⓓ Rather than continue the fight, Paul quashed it.

5. Regicide means the killing of a king.
   ⓐ The regicide of the queen was a sad event.
   ⓑ We destroyed the bugs with regicide.
   ⓒ Unlike the nobles who were freed of the charges of killing the King, Sir Plan was accused of regicide.
   ⓓ Rather than kill the king, Sir Arthur committed regicide.

6. Don means put on.
   ⓐ The plane landed despite the old don.
   ⓑ Rather than freeze in the cold room, Peter donned a sweather and a coat.
   ⓒ Instead of putting on her clothes, Joy donned into the tub.
   ⓓ Adam donned the cup of coffee.

7. Welt means hit hard.
   ⓐ Warren tied the welt around his waist.
   ⓑ The old school master welted Jonathan with the stick across his hand.
   ⓒ Rather than hit the horse hard, Murtle welted him on the leg.
   ⓓ Skins of beavers are called welts.

8. Otiose means not doing anything.
   ⓐ Rather than do nothing, Bill is being otiose.
   ⓑ Jill fried the eggs otiosely.
   ⓒ My mother works very hard; she is otiose all the time.
   ⓓ Instead of working hard today, my father is sitting at home, otiose.

WORKSHEET 7

DIRECTIONS: Read the sentences. Then decide what the underlined word means. Fill in the circle next to the meaning of each underlined word. When there is a blank, fill in the circle next to the meaning that would fit in the blank.

Example

x. The man was prosperous, having more possessions than anyone else in the village.

prosperous means

ⓐ well-liked
ⓑ greedy
ⓒ wealthy
ⓓ odd
ⓔ poor

y. Instead of putting the worms in an airtight can, Neil put them in one with ______________ in it.

ⓐ holes
ⓑ food
ⓒ dirt
ⓓ water

1. Doug was not a man to waste words; he explained the rules concisely.

concisely means

ⓐ nicely
ⓑ fully
ⓒ too much
ⓓ briefly

2. Rex tied the two ends of the rope together to form a quoit. Then he tossed it around a post in the ground.

quoit means

ⓐ lasso
ⓑ ring
ⓒ whip
ⓓ horse shoe

WORKSHEET 8

3. Sue infringed Mark's trust. She told a secret that he had asked her to keep.

infringed means

ⓐ liked
ⓑ borrowed
ⓒ broke
ⓓ asked for

4. Rather than turning out thick and chalky, the mixture was more like ______________.

ⓐ water
ⓑ milk
ⓒ syrup
ⓓ cream

5. Rather than show everyone the coin that he had discovered, Ben wanted to ______________ it.

ⓐ lose
ⓑ find
ⓒ hide
ⓓ display

6. Instead of finding that the liquid in the bottle still looked like dark ink, Gina saw that it had become ______________.

ⓐ moldy
ⓑ colored
ⓒ warm
ⓓ clear

7. Instead of making the ring out of a piece of hard iron, Herb formed it from a __________ material.

ⓐ hard
ⓑ stiff
ⓒ rigid
ⓓ heavy
ⓔ soft

8. Jane found a box full of crumbs, rather than a box of ____________ cookies.

ⓐ burned
ⓑ sweet
ⓒ bitter
ⓓ tiny
ⓔ whole

WORKSHEET 9

9. Instead of finding that the soup had too much salt in it, Julie thought it was ______________.

ⓐ thin
ⓑ hot
ⓒ chunky
ⓓ spicy
ⓔ tasteless

10. Instead of looking around the room with interest and showing that he knew everyone, the boy just sat and stared ______________ at the faces.

ⓐ loosely
ⓑ busily
ⓒ softly
ⓓ blankly
ⓔ nicely

W

WORKSHEET 10

DIRECTIONS: Read the sentences. Draw a circle around the clues that help identify the meaning of the underlined words. Then fill in the circle next to the correct meaning of each underlined word.

> Example
>
> Rather than shoot one bullet, the army practiced shooting a round of bullets.
>
> a any round shape or object
> b a series of bullets shot from a gun
> c a song for several singers each of whom sings the same melody, starting at different times

1. Instead of making the hole with a nail, Peg used a bit.

   a a small amount
   b a tool for drilling holes
   c part of a bridle that goes in a horse's mouth

2. The chairwoman gave Mr. Tack the floor, rather than have him speak out of turn.

   a flat surface of anything
   b part of a room to walk on
   c the right to speak

3. Instead of settling the case out of court, he filed suit.

   ⓐ a case in a law court
   ⓑ set of clothes
   ⓒ one of four sets of cards in a deck

4. Rather than interrupt Mary, Mike waited for his turn.

   ⓐ change of direction
   ⓑ motion like that of a wheel
   ⓒ time or chance to do something

2. The teacher projects transparency 3. The teacher asks the students what wing usually means. The class will probably respond that it means "one of the moveable parts of a bird that spreads and moves when the bird flies", but all three meanings on the transparency could be right. The teacher places the overlay on the transparency. The teacher draws a line under "Instead of putting the materials in the main building". He says that this is a clue to the meaning of the word because it tells us what the underlined word is not. The teacher says wing is not a main building. He asks the students what something would be if it were part of a building but were not the main building. The students should respond with a phrase like "aside" from the main building. The teacher asks the class to look at the three possible meanings of the word wing. He asks the class to determine which meaning comes closest to the responses they have just given. The class should respond, "A part of a building sticking out from a main part." The students' responses should be discussed. The teacher should stress that very often knowing what something is not, is as important a clue to the word's meaning as knowing what it is. More importantly, the teacher should explain that contrast context clues provide another means by which the author can help students understand the meaning of words in their reading.

(1) Materials: Mimeographed copies of worksheet 10, pencils.

Procedure: The teacher does the example with the students. The students then do the worksheet independently. Their answers should be discussed.

Answers: Example: rather than shoot one, b; 1. instead of making hole with nail, b; 2. rather than speak out of turn, c; 3. instead of settling out of court, a; 4. rather than interrupt, c.

TRANSPARENCY 3

wing

a. one of the moveable parts of a bird that spreads and moves when the bird flies

b. either of the two side portions of an army or fleet in battle formation

c. a part of a building sticking out from a main part

TRANSPARENCY 3 -- OVERLAY

Instead of putting the materials in the main building, they stored them in the

d. List the following selections and have the class tell whether it is a comparison or contrast clue.

(1) Unlike his older brother, who could meet anyone from the President of the United States to the president of the local women's club with grace and ease, Martin was quite gauche.

(2) She preferred to tell the truth - that she hated progressive jazz records and was simply lost in big groups of over twenty-five - to inventing a specious excuse for not going to the party.

(3) She failed the first semester of grammar and composition. But the second semester of literature has brought a change. Now she shows enthusiasm rather than ennui - and whether the author is Shakespeare, Shaw, or Shelley, she reacts with interest.

(4) Although Mr. Manson guzzled liquor in great quantities every evening, his sobriety was without question during the business day.

(5) The flaccid condition of his body is unlike that of Jim, who now exercises daily, watches his diet, and has become thin and wiry.

(6) Ed was talkative while Bill remained taciturn.

e. The students may create their own "comparison or contrast clues" examples, exchange papers, and have other members of the class guess the type of clue.

J. Practice INFERENCE Clues

1. Definition

a. Various types of context clues often include the inference clue. This clue overlaps all the foregoing types except direct explanation.

2. Procedure to use when you encounter a word and have to use the inference clue.

a. READ through the sentence or paragraph without trying to attack the new word. (PAUSE when you come to the unknown word.)

Example may be:

> Sharon told her roommate, "I'm through with blind dates forever. This one topped all! What a dull evening! I was bored every minute. The conversation was absolutely vapid!"

b. UNDERLINE/DISCUSS the familiar words that give a clue as to the meaning of the unknown word.

Examples may be:

> "through with blind dates, dull evening, bored every minute"

c. EXPRESS the meaning of the unknown word in your own words.

Example: "I feel the unknown word means lifeless or spiritless."

d. APPLY the meaning derived from the clues to the context of the paragraph.

Example:

"Would lifeless or spiritless fit into the context of the paragraph?"

3. Inference Clues may also be used in the Cloze Procedure. Please refer to page 100 for the Steps in Teaching the Cloze Procedure and to Activity m for teaching Inference Clues when the Cloze Procedure is involved.

4. Some additional activities you may use are:

a. The student may determine the meaning of an unfamiliar word in context by inferring from a cause-effect relationship, which is directly related to the inference clue.

(1) Materials: Transparencies 1 and 2, overhead projector, grease pencil, chalkboard, chalk.

Procedure: The teacher explains that many times modifiers, or clauses, give additional information that is helpful in understanding the meaning of unfamiliar words in context. The teacher writes the following sentences on the board: "Because Anita cut her finger badly, she went to the doctor." "So the sun wouldn't hurt her eyes Ellen put on her sunglasses." The teacher points out that if doctor or sunglasses were unfamiliar words, the student should be able to understand their meaning by looking carefully at the modifying clauses and their relationships to the unfamiliar words. The teacher projects the first transparency. The students look at the first sentence on the transparency. The teacher asks the students to identify the modifier that provided a clue to the meaning of the missing word. She underlines the modifier on the transparency. The teacher then asks the students to identify the missing word that is appropriate to the context. The students' answers should be discussed. The teacher goes through the remaining sentences following the same procedure.

Answers: 1. pool; 2. sandals; 3. cage; 4. curls; 5. trees; 6. faster.

(2) Materials: Mimeographed copies of worksheet 1, pencils.

Procedure: The students do the worksheet independently. Their answers should be discussed.

Clues:

jule: because he enjoyed eating
vaste: he couldn't put his book down
boit: that he couldn't keep his eyes open
tiked: Bob didn't think Mr. Sully would believe his story

Answers: Popcorn, finished, tired, lied.

b. The student may determine the meaning of an unfamiliar word in context by inferring from both direct description and a cause-effect relationship.

(1) Materials: Mimeographed copies of worksheets 2, 3 and 4, pencils.

Procedure: The teacher does the example with the students. The students then do the worksheets independently. Their answers should be discussed.

Answers: Example, e; 1. a; 2. b; 3. d; 4. b; 5. b; 6. b; 7. e; 8. c; 9. b; 10. e.

TRANSPARENCY 1

1. Because Karl loves to go swimming, he spends his weekends at the __________.

a. tennis court
b. drug store
c. zoo
d. pool

2. Kit was tired of wearing the same old shoes, so he went out and bought new _____________.

a. sandals
b. pants
c. socks
d. skis

3. Because the elephant can harm people, he has to be in a _____________ at the zoo.

a. cage
b. pool
c. jacket
d. dream

TRANSPARENCY 2

4. Joyce set her hair in rollers so she would have lots of __________.

a. ribbons
b. cut hair
c. combs
d. curls

5. Monkeys like to climb so zoo keepers plant ____________ in their cages.

a. swinging doors
b. trees
c. bananas
d. food

6. So that they wouldn't be late for the party, Mr. and Mrs. Nash walked ___________.

a. slower
b. louder
c. smoothly
d. faster

W

WORKSHEET 1

DIRECTIONS: Read the story. Draw a circle around the word groups that give clues to the meaning of the unfamiliar words that are underlined. Then select from the list on the bottom of the page the right meaning for each of the underlined words. Write that meaning in the space provided beside each word.

Because he enjoyed eating, Bob would have jule (   ) every night before he went to bed. Once he was in bed, Bob would read a chapter or two in one of his favorite books. Last night, because he was so interested in reading, he couldn't put his book down until it was vaste (   ). This morning Bob was so boit (   ) that he couldn't keep his eyes open in class. His teacher asked him why he was so sleepy. Bob didn't think Mr. Sully would believe his story, so he tiked (   ). He said he stayed up late to watch TV.

happy
argued
water
lied

tired
started
popcorn
finished

WORKSHEET 2

W

DIRECTIONS: Read the short paragraphs below. Then think of a word that makes sense in the blank. Fill in the circle next to the word that makes sense in the blank.

Example

Aaron held out his hand in front of the light bulb so that he could make some ____________________ on the wall.

ⓐ drawings
ⓑ paintings
ⓒ footprints
ⓓ marks
ⓔ shadows

1. When Carol woke up, her fingers were large and she couldn't get her ring on. Her hands were ______________.

ⓐ puffy
ⓑ dry
ⓒ stiff
ⓓ cold
ⓔ skinny

2. Dottie sat on the floor and turned the wastebasket upside down in her lap. Then she dipped her brush in paint and used it to trace an outline around the metal rim. Dottie was ______________ a wastebasket.

ⓐ emptying
ⓑ decorating
ⓒ making
ⓓ cleaning

WORKSHEET 3

W

3. The car window is steamed up and Karl's side windows have snow covering them. If he drove without cleaning the snow off, Karl would be driving ____________________.

a wisely
b evenly
c smartly
d blindly
e briskly

4. Gary has slid over the edge and down the steep slope. He has finally reached the bottom and is walking on the rocks beside the sparkling river. Gary is now in a ____________________.

a cave
b valley
c hill
d cliff

5. The men thought Jess did not know how to shoot, so they thought his perfect bull's-eyes were ______________ shots.

ⓐ wild
ⓑ lucky
ⓒ blind
ⓓ well-aimed

6. Mick said he was ______________ done with his test, so his teacher took all of his materials away.

a partly
b completely
c almost
d halfway

5. Because Mr. Jones had enjoyed being a boy scout, he now gave ______________ to the scout troop in his town.

a sadly
b slowly
c blindly
d carelessly
e gladly

8. Because his pet monkey would not stay close by, John decided to ______________ the animal.

ⓐ clothe
ⓑ comb
ⓒ cage
ⓓ feed
ⓔ tease

WORKSHEET 4

W

9. Dick was mad at himself for slipping into the icy water, so he wanted to ________________ the whole accident.

ⓐ repeat
ⓑ forget
ⓒ remember
ⓓ tell about

10. Because John walked down the dry dirt road, he had ________________ on his boots.

ⓐ mud
ⓑ grass
ⓒ tar
ⓓ water
ⓔ dust

2. Additional statements that may be used to teach the inference clue are:

   (1) He is inclined to evade the truth about his "big deals", and this trait vitiates my confidence in him.

   (2) The local newspaper added its damaging criticism to the ignominious defeat we suffered at the hands of a weaker team.

   (3) The stories, invented from bits and scraps of gossip and legend, soon developed into a "whispering campaign", and an innocent student became the victim of calumny.

CLOZE PROCEDURE

III. To become skilled in using the cloze procedure

A. Learn the definition of cloze

1. This portion of the unit deals with the "cloze" procedure. The "cloze" procedure is based on the Gestalt idea of closure, which is the impulse to complete a structured whole by supplying a missing element. The cloze selection is composed of passages from which every "nth" word is omitted. The individual completing the cloze material fills in the blanks left by the missing words.

2. Cloze passages may be utilized to improve ability in context clue usage. Cloze procedures will not teach the use of context clues, but will give students an opportunity to apply context clue usage meaningfully. These strategies have been previously developed under the section dealing with the teaching of the ten types of context clues.

3. The teacher should further lead students to understand that activities using cloze passages involve context clue techniques that will be of value to them in their later independent reading.

B. Learn the steps in doing the cloze procedure

1. Construction of Cloze Material

Materials employing specific context clue types were selected. Approximately 250 words were used for each selection. The first sentence was written in its entirety. In the second sentence the fifth word was deleted and replaced with a blank of standard length. Thereafter, every fifth word was continually omitted until the last sentence of the selection. The last sentence is unmutilated.

2. Steps in Teaching the Cloze Procedure

This will be stated in detail in the next selection, "Steps in Teaching the Cloze Procedure". A brief summary of these sequential steps is as follows:

a. Each student should read the entire cloze passage silently.

b. Each student then should reread the cloze passage, writing in the words which seem to fit in the blanks. No time limit.

c. Later in a class discussion, each student is encouraged to offer his reasons for choosing the words he used to fill in the blanks. He should be praised for any completed words which make sense in the sentence.

d. Each student then can compare his responses with the original passage.

STEPS IN TEACHING THE CLOZE PROCEDURE

a. Each student should read the entire cloze passage silently.

   (1) The teacher will instruct students to read silently the entire cloze passage independently, in small groups, or as a large group activity.

      (a) Reading the cloze passage first in its entirety will help the students to make maximum use of redundant information and contextual clues throughout the passage when they later attempt to fill in the cloze blanks.

      (b) It will also foster the habit of reading the material before and after the deletion.

   (2) The original selection in its entirety may be read first if it is felt the clozure procedure would be too difficult as a first task. After reading the original, the entire cloze passage should then be read silently.

b. Each student then should reread the cloze passage, writing in the words which seem to fit in the blanks. No time limit.

   (1) Another useful approach is to discuss various answers during the completion process. Small groups or classes could cooperatively work through the cloze task together.

   (2) Another variation may be to read the passage aloud, sentence by sentence, either by the teacher or a student.

c. Later in the class discussion, each student is encouraged to offer his reasons for choosing the words he used to fill in the blanks. He should be praised for any completed words which make sense within the sentence.

   (1) When using the cloze procedure as a basis for teaching context clues, synonyms of the actual deleted words are acceptable.

   Example:

      If a student substituted the word large for huge, he has made good use of context clues. However, if he has substituted the word fat for fast, he has not used context clues effectively.

   (2) It is not necessary to discuss every item in a passage. The teacher may pick certain deletions for discussion which suit the purposes of the lesson and student needs.

d. Each student then can compare his responses with the original passage. (The original passage is contained in this unit, or otherwise the teacher is referred to the material from whence the passage was selected.)

e. In a class discussion, the students can compare both passages, and the discussions can focus on whether the meaning was changed by certain responses.

C. Learn to do cloze activities

1. Sequential Order of the Types of Cloze Paragraphs

   a. The cloze passages have been selected to reinforce the strategies of a specific context clue type previously taught. Following is the order of the ten context clue types presented and the clozure passages which reinforce their previous instruction.

      (1) Words in a series clue
      (2) Familiar expression of language experience clue
      (3) Synonym or restatement clue
      (4) Direct explanation clue
      (5) Explanation through example
      (6) Experience clue
      (7) Summary clue
      (8) Mood or tone clue
      (9) Comparison or contrast clue
      (10) Inference clue

   b. Suggestions for varying the types of cloze passages are as follows:

      (1) Every "nth" word, not necessarily the 5th word, may be omitted from a passage of about 250 words in length. However, the suggested omissions are usually no farther apart than every 10th word.

      (2) Prepare cloze passage deleting certain nouns, verbs, or adjectives to focus instruction on the syntactic constraints of the language.

      (3) Prepare cloze passages over different content areas or authors to focus instruction on differences in language structure or style.

   c. Example of a Partial Clozure Test on Easy Material.

      (1) The following paragraph may be completed by students as an introduction to clozure passages.

      (2) Students read the incomplete sentences, filling in the missing words. To "cloze" properly, the student must know the words and understand the concept, thereby anticipating the author's ideas.

      Nancy was anxious to ______ her birthday party this _____. She had invited some ______ to her room at school. She _____ that they would all ______ able to attend.

      Answers: plan, year, children, hoped, be.

6. Example of cloze technique in "Words in a Series Clue".

Excerpt from:

Nila Banton Smith. Be A Better Reader I. Englewood Cliffs,
N.J. Prentice-Hall, Inc. 1969, P. 104-105.

WHAT KINDS OF FOOD DO YOU NEED?

Carbohydrates For Energy

You need energy in order to move about and do things. You also need heat _____ to keep you warm.

_____ and starches in your food produce much of this _____. These energy-giving nutrients are _____ carbohydrates. They contain carbon _____ "burns" like a fuel _____ it reaches the cells _____ your body. Carbon combines _____ oxygen in the cells _____ burns slowly, so slowly _____ there is no flame. _____ energy, however, is given _____ during this process of _____ oxidation, as it is _____ by scientists.

Bread, cake, _____, and potatoes are foods _____ contain starch and sugar. _____ vegetables and fruits also _____ varying amounts of starch _____ sugar.

Fats and Oils for Heat and Energy

Another class of _____, also containing carbon, produces _____ heat than most carbohydrates. _____ is the group known _____ fats and oils. Examples _____ this group are found _____ fat meats, butter, _____, and cooking oils. The _____ oils are often made _____ vegetables such as corn, olives, _____, coconuts, and soybeans.

In _____ and in cold climates, _____ can use more of _____ fats and oils than _____ can when the weather _____ warm.

Minerals for Good Health

Besides proteins, carbohydrates, and _____, the body needs minerals. _____ is needed for the _____ blood cells, calcium and _____ for bones and teeth. _____ is needed by all _____. Small amounts of iodine, _____, potassium are required _____ keep the different organs _____ smoothly.

Where do you _____ the minerals your body _____? Again, by eating certain _____. Milk and green and _____ vegetables contain calcium, phosphorous, _____, and traces of other _____. Seafoods contain the iodine needed to prevent goiter.

Answer Sheet for d

Excerpt from:

Nila Banton Smith. Be A Better Reader I. Englewood Cliffs, N.J. Prentice-Hall, Inc. 1969, p. 104-105.

WHAT KINDS OF FOOD DO YOU NEED?

Carbohydrates for Energy

You need energy in order to move about and do things. You also need heat energy to keep you warm.

Sugars and starches in your food produce much of this energy. These energy-giving nutrients are called carbohydrates. They contain carbon which "burns" like a fuel when it reaches the cells of your body. Carbon combines with oxygen in the cells and burns slowly, so slowly that there is no flame. Heat energy, however, is given off during this process of slow oxidation, as it is called by scientists.

Bread, cake, cereals, and potatoes are foods which contain starch and sugar. Most vegetables and fruits also have varying amounts of starch and sugar.

Fats and Oils for Heat and Energy

Another class of nutrient, also containing carbon, produces more heat than most carbohydrates. This is the group known as fats, and oils. Examples of this group are found in fat meats, butter, margarine, and cooking oils. The cooking oils are often made from vegetables such as corn, olives, peanuts, coconuts, and soybeans.

In winter and in cold climates, people can use more of the fats and oils than they can when the weather is warm.

Minerals for Good Health

Besides proteins, carbohydrates, and fats, the body needs minerals. Iron is needed for the red blood cells, calcium and phosphors for bones and teeth. Salt is needed by all tissues. Small amounts of iodine, magnesium, and potassium are required to keep the different organs working smoothly.

Where do you get the minerals your body needs? Again by eating certain foods. Milk and green and yellow vegetables contain calcium, phosphorus, iron, and traces of other minerals. Seafoods contain the iodine needed to prevent goiter.

e. Example of cloze technique in "Familiar Expression or Language Experience Clue".

Excerpt from:

T. Harris, L. Matteoni, L. Anderson. Thoughtvault. Oklahoma City: The Economy Co. 1975, p. 83.

Although Smart-Man was a dynamo around Glory Sweet, poor Winston still wasn't doing so hot. One day Winston was _____ home mooning away like _____ lovesick pigeon over Old _____ when he suddenly heard a _____ from a nearby _____.

"Help me, help me!" _____ the voice.

It was _____ Naomi Witchell. She had _____ fallen like a ton _____ bricks in that hedge. _____ unstuck her and prepared _____ go about his business.

_____, a bundle of raw _____ in Winston's presence, stammered, "Th-Th-Thank".

"What did you say, _____?" Winston inquired.

"Th-Th-Th-Thank you _____ unstick...m...bush...", Naomi _____, as flustered as a _____ in a whirlwind.

"I _____," Winston pronounced. "You are _____ me for unsticking you. _____ welcome. And I notice it's getting late. It will _____ be as dark as _____ inside of a basketball. _____ I should see you _____, whoever you are."

Naomi's _____ was pounding, like a _____ of water buffaloes, the _____ held tightly to Winston's _____ as they walked the _____ blocks to her house. _____ her the walk was a _____ to Shangri-la, Cloud Nine, _____ Assorted Stars.

Once inside, _____ locked herself in her _____, wrote in her diary, _____ paced around alot. Her mind ticked like a _____ Swiss watch. Before going to bed, she had figured three new ways to get herself stuck in that hedge at about that same time every day.

Answer Sheet for e

**Refer to Thoughtvault, p. 83 for answers to the passage.

f. Example of cloze technique in "Synonym or Restatement Clue".

Excerpt from:

Nila Banton Smith. Be A Better Reader I. Englewood Cliffs, N.J. Prentice-Hall, Inc. 1969, p. 88.

WEATHER MAPS

The shaded part of the map indicates the parts of the country on which moisture fell during the six hours before the time shown on the map.

The lighter solid-black _____ called isobars, trace along those points where the air pressure is the same. In the United States the air _____ systems move from west to _____. Where there is an area of high air pressure, we refer to this as a "_____". Where there is an area of low _____ pressure, we call this a "low". Weathermen use an _____ called a barometer, which measure _____ _____ and shows whether it is rising or falling. It looks and works very much like a _____.

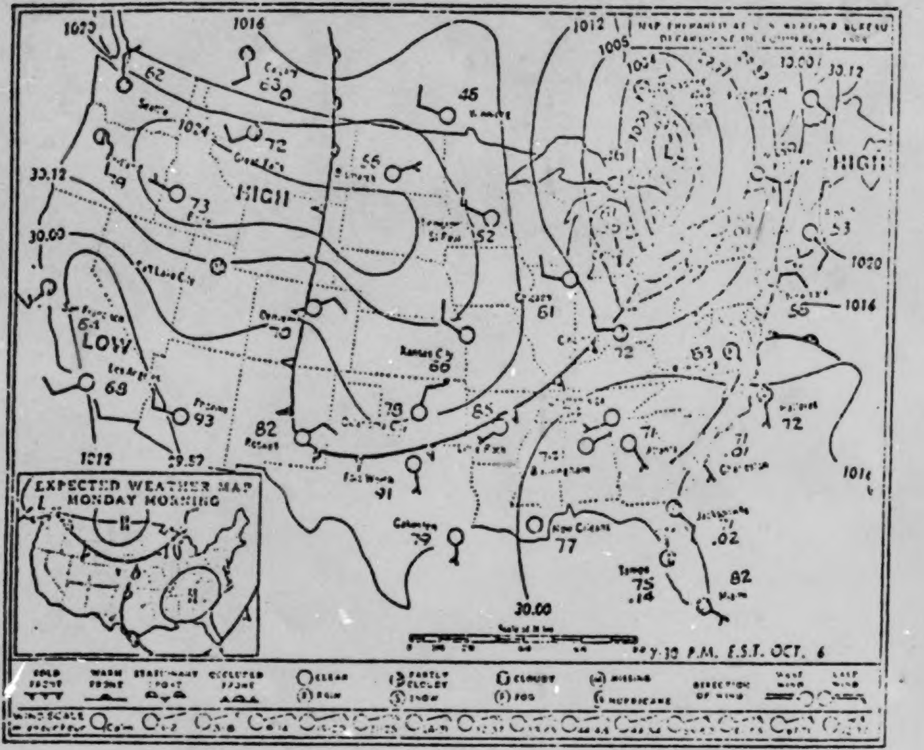
The leading edge of a warm mass of moving _____ is called a warm _____. The leading _____ of a cold _____ of moving air is a cold _____. When neither _____ is moving, a stationary _____ occurs. An occluded front is a _____ along which a warm air _____ has been stopped and lifted by a cold air mass. _____ or snow often results.

True weather _____ can be made only as a result of careful _____. Scientists who work at the Weather Bureau in Washington spend all of their time in studying weather _____. They publish daily weather _____ which report the weather in our own _____ and elsewhere.

Answer Sheet for f

Excerpt from:

Nila Banton Smith. Be A Better Reader I. Englewood Cliffs, N.J. Prentice-Hall, Inc. 1969, p. 88.



WEATHER MAPS

Reading Weather Maps

A circle (O) on the above map indicates a weather station. The number near the circle indicates the temperature at the time shown at lower right on the map. A decimal number below the temperature number indicates moisture in inches during the six hours before the time shown on the map.

The shaded part of the map indicates the parts of the country on which moisture fell during the six hours before the time shown on the map.

The lighter solid-black lines, called isobars, trace along those points where the air pressure is the same. In the United States the air pressure systems move from west to east. Where there is an area of high air pressure, we refer to this as a "high". Where there is an area of low air pressure, we call this a "low". Weathermen use an instrument called a barometer, which measures air pressure and shows whether it is rising or falling. It looks and works very much like a thermometer.

The leading edge of a warm mass of moving air is called a warm front. The leading edge of a cold mass of moving air is a cold front. When neither mass is moving a stationary front occurs. An occluded front is a line along which a warm air mass has been stopped and lifted by a cold air mass. Rain or snow often results.

True weather forecasts can be made only as a result of careful study. Scientists who work at the Weather Bureau in Washington spend all of their time in studying weather conditions. They publish daily weather maps which report the weather in our own country and elsewhere.

g. Example of cloze technique in "Direct Explanation Clue".

In this 133 word selection, every 8th word has been omitted.

"You'll have an appetizer, Mr. Rainsford," he suggested. The appetizer was surpassingly good; and Rainsford _____, the table appointments were of the finest - _____ linen, the crystal, the silver, the china.

_____ were eating borsch, the rich, red soup _____ whipped cream so dear to Russian palates. Half apologetically, General Zaroff said: We do our _____ to preserve the amenities of civilization here. _____ forgive any lapses. We are well off _____ beaten track, you know. Do you think _____ champagne has suffered from its long ocean _____?

"Not in the least," declared Rainsford. He _____ finding the general a most thoughtful and _____ host, a true cosmopolite. But there was _____ small trait of the general's that made _____ uncomfortable. Whenever he looked up from his plate, he found the general studying him, appraising him narrowly.

Answer Sheet for g

"You'll have an appetizer, Mr. Rainsford," he suggested. The appetizer was surpassingly good; and, Rainsford noted, the table appointments were of the finest - the linen, the crystal, the silver, the china.

They were eating borsch, the rich, red soup with whipped cream so dear to Russian palates. Half apologetically, General Zaroff said: We do our best to preserve the amenities of civilization here. Please forgive any lapses. We are well off the beaten track, you know. Do you think the champagne has suffered from its long ocean trip?

"Not in the least," declared Rainsford. He was finding the general a most thoughtful and affable host, a true cosmopolite. But there was one small trait of the general's that made Rainsford uncomfortable. Whenever he looked up from his plate, he found the general studying him, appraising him narrowly.

h. Example of cloze technique in "Explanation Through Example".

Excerpt from:

H. Robinson, M. Monroe, A. Artle, C. Huck, W. Jenkins, I. Aaron. "Champions of the Peaks", Dimensions. Glenview, Ill. Scott Foresman and Co., 1967, pp. 39-55.

Page 54 -

Jesse Hunnicutt, with Jake Marden and young Jesse behind him, had just rounded a bend in the valley trail, each mounted and leading a pack animal. Releasing their pack horses at the sight of Slippy, all _____ spurred forward with incredulous _____ and yells.

Flinging up his _____ with a wild whinny, Slippy _____ down the length _____ of the great pasture to _____ his friends, his small _____ -hardened legs moving like _____ in perfect rhythm. To _____ watching men his flying _____ seemed never to strike _____ ground.

The riders reined _____ to gape, sitting their horses as though struck in _____. On he came, until _____ was eight feet in _____ of the horsemen. In _____ final instant before head-on _____ Slippy jerked aside with _____ slightest slackening of speed, _____ swept round and round _____ in great wild circles, whinnying again and again with _____.

Always slimly built and _____ muscled, Slippy was now _____ down to the point _____, the tendons like _____ skeins at his pasterns _____ hocks, but skeins of _____. He looked more than _____ as if he might _____ before the wind.

As _____ Hunnicutt watched him, he _____, "Look at him, just _____ at him! There's an _____ and a greyhound rolled _____ in him - to say _____ of a cannon ball! _____ that leg work! And _____ think I left him _____ dead!"

They waited till _____ had worked off some _____ his steam and had _____ to a standstill.

Answer Sheet for h

See Dimensions, "Champions of the Peaks", 1967, pp. 39-55.

i. Example of cloze technique in "Experience Clue".

Excerpt from:

H. Robinson, M. Monroe, A. Artle, C. Huck, W. Jenkins, I. Aaron, "America's Mark Twain", Dimensions. pp. 318-331.

Page 327: (Approximately 300 words)

Sam had been told, time and again, that he would be struck by lightening if he didn't behave better. Every time a storm _____, Sam turned pale and _____ that the bolt was _____ at him. His remorse _____ until next morning. When _____ sun shone forgivingly and _____ fury remained in the _____, Sam decided that it _____ do no harm to _____ hooky and go with Tom _____ explore the caves again.

_____ miles of cave passages _____ through the cliffs overlooking _____ river never lost their _____ fascination. Sam was once _____ in the caves after _____ picnic, along with his _____ sweetheart, and the terror _____ he felt when he _____ a glimpse of a _____ known as Injun Joe _____ him nightmares for _____.

Sam saw other things _____ gave him nightmares, too. _____ a village on the _____, life was fun, but _____ could be suddenly frightening. _____ going into the West came continously through the town. _____ of death was not _____, even for children. Once _____ saw his quiet father, _____ naturally a violent man, _____ a street fight by _____ one of the men _____ a stonecutter's mallet.

And _____ he was a young _____, Sam had seen a _____ shot down in cold _____ on the plank sidewalks _____ Hannibal. So he was _____ to violence, and he _____ to hate it early. _____ night he came home _____ a forbidden trip a _____ way downriver in a _____ "borrowed" for the occasion. _____ conscience was not exactly _____ him, but he thought _____ maybe he would do _____ to remain away from _____ mother's watchful eye until _____, when there would be _____ time to talk to _____. So Sam went to _____ father's office and crawled _____ through a window. He curled up on a horsehair sofa and went to sleep immediately.

Answer Sheet for i

See *Dimensions*, "America's Mark Twain", 1967, pp. 318-331.

j. Example of cloze technique in "Summary Clue".

In this 135 word selection, every 8th word has been omitted.

The ice-covered Antarctic continent, bathed by seas of uniform coldness, is in the grip of the polar anticyclone. High winds blow from the land and _____ any warming influence that might seek to _____ it. The mean temperature of this bitter _____ is never above the freezing point. On _____ rocks the lichens grow, covering the barrenness _____ cliffs with their gray or orange growth, _____ here and there over the snow is _____ red dust of the hardier algae. Mosses _____ in the valleys and crevices less exposed _____ the winds, but of the higher plants _____ a few impoverished stands of grasses have _____ to invade this land. There are no land mammals; the fauna of the Antarctic continent consist only of birds, wingless mosquitoes, a few flies, and microscopic mites.

Answer Sheet for j

The ice-covered Antarctic continent, bathed by seas of uniform coldness, is in the grip of the polar anticyclone. High winds blow from the land and repel any warming influence that might seek to penetrate it. The mean temperature of this bitter world is never above the freezing point. On exposed rocks the lichens grow, covering the barrenness of cliffs with their gray or orange growths, and here and there over the snow is the red dust of the hardier algae. Mosses hide in the valleys and crevices less exposed to the winds, but of the higher plants only a few impoverished strands of grasses have managed to invade this land. There are no land mammals; the fauna of the Antarctic continent consist only of birds, wingless mosquitoes, a few flies, and microscopic mites.

k Example of cloze technique in "Mood or Tone Clue".

Excerpt from:

H. Robinson, M. Monroe, A. Artle, C. Huck, W. Jenkins, I. Aaron, "The Lone Grave", Dimensions. pp. 158-162.

Page 162

Background:

"I write this down for what it is worth - and even at best this is nothing. I am an old lady and almost stone-deaf - but my eyes are better than those of most people my age. Because of my infirmity, I once took a course in lip reading at the School for the Deaf in Hartford, Connecticut."

Three nights ago, I found it difficult to sleep, and went for a walk down by the old springhouse. As I passed it, _____ saw a girl in _____ white evening dress standing _____ the entrance. When she _____ me, she came quickly _____ me and placed her _____ hand on my right _____ in an appealing gesture. _____ she began to speak _____ I could not hear _____ voice. I could read _____ her lips, however, what _____ was saying. "I ask _____ pardon, dear lady, for _____ your stroll, but I _____ in great distress. I _____ of large been subject _____ strange losses of _____ I left the ball at _____ hotel a few moments _____ and I cannot recall _____ way back. I am _____, too, because it seems _____ I can remember nothing _____ - not even my own _____."

I was touched by the _____ appearance, for she was _____ beautiful and very pitiful, _____ I said, "If you'll _____ home with me I _____ try to find your _____ for you, my dear. _____ is no hotel near _____ and there has not _____ a ball in Harrodsburg _____ a long time."

She looked at me _____ and then burst into _____. Turning swiftly she ran _____ the springhouse and vanished _____ the entrance. I went _____ to look for her _____ she was not there. _____ to the best of _____ memory and belief is what happened to me three _____ ago when I went _____ a walk about _____. I do not believe in _____, but this was so _____ a happenstance that I _____ decided to make a _____ of it.

The page on which this communication was written was unsigned.

Answer Sheet for k

See *Dimensions*, "The Lone Grave", 1967, pp. 158-162.

1. Example of cloze technique in "Comparison or Contrast Clue".

Excerpt from:

Nila B. Smith. *Be A Better Reader I*. Englewood Cliffs, N.J.
Prentice-Hall, Inc. 1969, pp. 26-27.

CLASSIFICATION OF VERTEBRATES

What are some classes of cold-blooded vertebrates?

Fish: Fish are cold-blooded vertebrates that live in water. They have no lungs, _____ breathe through gills. They _____ covered with scales, and _____ have two pairs of _____ which they use for _____. Goldfish, salmon, trout, bass, _____ sharks are examples _____ this class.

Amphibians: These are _____ cold-blooded vertebrates. Amphibians _____ different from fish in _____ they have no scales _____ do not stay in _____ all the time. They _____ part of their lives _____ the water and part _____ land. So they need _____ have both gills for _____ in water and lungs _____ breathing on land. Frogs, _____, and salamanders are all _____.

Reptiles: These animals, like fish, _____ cold-blooded and have _____. They are different from _____ fish and amphibians, however, _____ that they never have _____. They have lungs, and _____ breathe through them from _____ time they are born. _____ turtles, lizards, and alligators _____ this class.

What are some classes of warm-blooded vertebrates?

The _____ group of vertebrates is _____ group to which warm-blooded _____ belong. There are two _____ classes under this group _____ vertebrates: birds and mammals.

Birds: _____ animals are warm-blooded. They _____ wings, and their bodies _____ covered with feathers. Some, _____ the hummingbird, weigh less _____ a penny. Others, like _____ ostrich, weigh as much _____ 300 pounds. Sparrows, robins, _____ jays, crows, pigeons, and _____ belong to this class.

Mammals: _____ mammals are also warm-blooded _____. All of them have _____ least some hair or _____. They feed their babies _____ milk. There are many groups, or orders, of mammals.

Answer Sheet for 1

Excerpt from:

Nila B. Smith. Be A Better Reader I. Englewood Cliffs, N.J. Prentice-Hall, Inc. 1969, pp. 26-27.

CLASSIFICATION OF VERTEBRATES

What are some classes of cold-blooded vertebrates?

One group of vertebrates is cold-blooded. Some of the cold-blooded vertebrates you are most familiar with are described on this page. Read to find out how the different groups of cold-blooded vertebrates are like each other and how they are different from each other.

Fish: Fish are cold-blooded vertebrates that live in water. They have no lungs, but breathe through gills. They are covered with scales, and they have two pairs of fins which they use for swimming. Goldfish, salmon, trout, bass and sharks are examples of this class.

Amphibians: These are also cold-blooded vertebrates. Amphibians are different from fish in that they have no scales and do not stay in water all the time. They spend part of their lives in the water and part on land. So they need to have both gills for breathing in water and lungs for breathing on land. Frogs, toads, and salamanders are all amphibians.

What are some classes of warm-blooded vertebrates?

The other group of vertebrates is the group to which warm-blooded animals belong. There are two important classes under this group of vertebrates: birds and mammals.

Birds: These animals are warm-blooded. They have wings, and their bodies are covered with feathers. Some, like the hummingbird, weigh less than a penny. Others, like the ostrich, weigh as much as 300 pounds. Sparrows, robins, blue jays, crows, pigeons, and eagles belong to this class.

Mammals: The mammals are also warm-blooded vertebrates. All of them have at least some hair or fur. They feed their babies with milk. There are many groups, or orders, of mammals.

II. Example of cloze technique in "Inference Clue".

Excerpt from:

H. Robinson, M. Monroe, A. Artle, C. Huck, W. Jenkins, I. Aaron, "Double Courage", Dimensions. p. 79.

This is a biographical selection concerning Wilma "Skeeter" Rudolph, first American girl to win three Olympic gold medals in track.

DOUBLE COURAGE

At birth, Wilma weighed only 4½ pounds, and from that day on, she had more than her share of physical handicaps. She was such a _____ baby that her parents _____ she might not survive. _____ she was only four, _____ had an attack of _____ and scarlet fever. She _____ through this siege, only _____ find that her left leg was paralyzed.

Specialists at _____ hospital in Nashville gave _____ mother some hope. Wilma _____ possibly regain the use _____ her leg if she _____ daily massage and had _____ and water treatments regularly _____ the clinic. Wilma's family _____ poor in material things, _____ rich in determination. Every _____ for two years, Mrs. _____ took Wilma to the _____ in Nashville for _____. Each day after work _____ massaged Wilma's leg. The _____ children in the family _____ took turns. Because of _____ family's devotion and effort, _____ was able to walk _____ she was eight years _____, aided by a reinforced high-top _____.

Wilma's brothers loved basketball _____ had set up a _____ in the backyard. After _____ of watching the other _____ practice, Wilma began to _____ her turn. By the _____ she was eleven, she _____ discarded the special shoe _____ had learned to handle _____ basketball as well as _____ of her brothers. When _____ others stopped to rest, _____ would continue alone - "making _____," her mother said, "all _____ playing she'd been missing."

This backyard practice led her to try out for the basketball team when she entered high school.

Answer Sheet for

Excerpt from:

H. Robinson, M. Monroe, A. Artle, C. Huck, W. Jenkins, I. Aaron, "Double Courage", Dimensions. p. 79.

MATERIAL TO DEVELOP A-1

Basal Textbooks: Scott, Foresman and Co. DIMENSIONS,
"Champions of the Peaks", pp. 39-55,
"America's Mark Twain", pp. 318-331,
"The Lone Grave", pp. 158-162.

*The use of workbook pages correlating with these stories are optional.

Workbooks: Scott, Foresman and Co. DIMENSIONS SKILLBOOK,
"Double Courage", p. 79.

Economy, THOUGHTVAULT, pp. 50, 92-93, 180-181, 82-83.

Cambridge, READING AND ACHIEVING, pp. 15, 57-58,
(optional: 84, 24, 109).

PLEASE NOTE

Unit A-1
ends with page 116

Unit A-2
begins with page 126

117 through 125 have been deleted due to revision process.

A-2

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OBJECTIVE A - 2

Given a selection, the student will determine the implied main idea or theme and hypothesize the nature of the characters.

PURPOSE

The purpose of this unit is to determine the implied main idea or theme and to hypothesize the nature of the characters.

Comprehending a main idea depends upon certain mental processes, beginning with the comprehension of at least some of the details in the material. However, the main idea is not a mere summation of details, it may be a summary of the content, an interpretation, or an inference. Comprehending the main idea requires the analysis of relevant details from irrelevant; thus, resulting in a translation and simplification of what the author actually wrote. In the final analysis, in order to deal with main ideas or key thoughts, a student must be able to recognize important or key words in sentences, understand the basic organizational pattern of written material, draw conclusions, and make inferences.

As the student develops proficiency in determining main ideas, he will be able to hypothesize the nature of the characters, as to personal traits, emotional reactions, and motives. This requires the understanding that the author's pattern of writing may influence the reader's opinion about the characters.

METHOD

The method involved in teaching the implied main idea and the nature of the characters attempts to describe the sub-skills needed to accomplish this type of comprehension. The sub-skills are as follows:

I. Key Words In A Sentence

By finding the key words, or most important words, students will begin to realize they are finding main ideas of sentences. These sentences should be presented in isolation, not as parts of a paragraph.

II. Key Sentence In A Paragraph

Students underline key words in sentences of short paragraphs. They then list the key ideas they have located. Finally, they add up the key ideas and decide whether or not one of them represents an overall idea.

III. Main Thought In A Paragraph

By finding and adding up the details in a paragraph, the student may decide for himself as to whether the main idea is or is not stated by the author. Eventually, students soon realize that the main idea may be carried through a number of paragraphs without repetition in each paragraph.

The three sub-skills mentioned above may also be used to hypothesize the nature of a character.

129

Implied

Main

Idea

PROCEDURE

The development, or procedure, of each of the following sub-skills is as follows:

I. Key Words In A Sentence

A. Key Words In A Telegram

Students develop the concept of using key words through the use of telegrams. This will enable them to become skilled in finding the key thought of a message. (Refer to Activity 1)

B. Key Words In Conversation

Students should soon move from telegrams to looking at sentences taken from conversation. After the student has developed proficiency in underlining key words in conversation, they soon realize they are finding the main ideas of sentences. (Refer to Activity 2)

C. Key Words In Content Material

Practice should be initiated by using sentences from content area materials. (Refer to Activity 3)

*Each of the above should be presented in isolation.

II. Key Sentences In A Paragraph

In this step students learn they need to be concerned with fewer key word phrases when sentences are treated together in a paragraph unit. They learn this through the experience of understanding key word phrases in sentences of a short paragraph. The key word phrases are then added up and the student determines if one represents the main idea of the paragraph.

Example:

A school performs many services for the residents of a community. It offers instructional services for school-age children during the day and, often, courses for adults in the evening. It provides a meeting place for community organizations. It also serves as an active cultural center, as plays, concerts, and lectures are often scheduled.

In this paragraph the sentences are so closely linked that it is not necessary to keep repeating the subject when searching for key words in each sentence. Most students soon realize that they are primarily concerned with verbs and their objects once the subject is established.

Students are asked to list the key ideas (groups of key words) they have found in the paragraph. For example, this list might have been written about the paragraph on school services:

school performs many services
offers instructional services
provides meeting place

Students learn to *add up* the key ideas and decide whether or not one of them represents an overall idea. In the paragraph above, it happens to be contained in the first sentence.

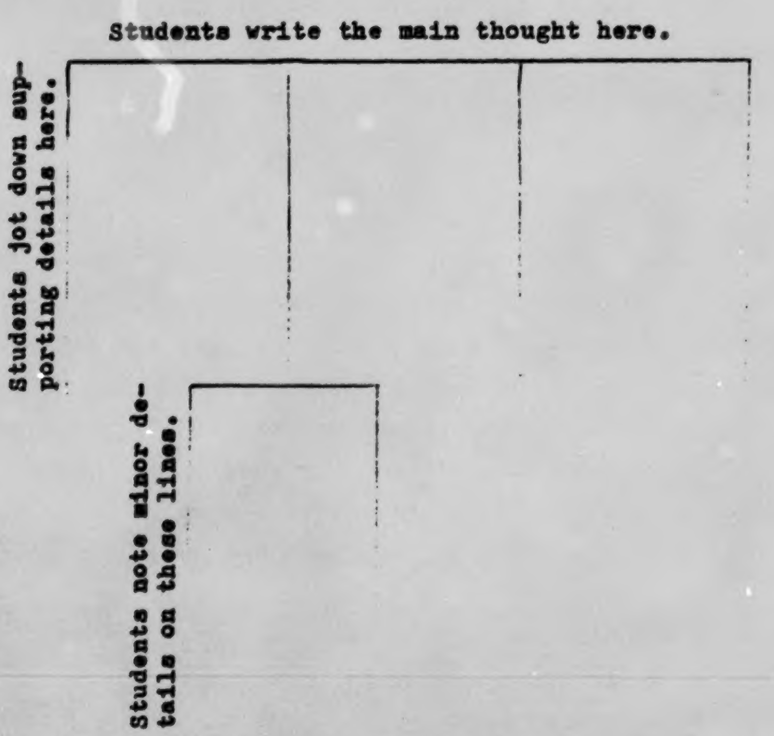
In the following example the task is more difficult because some of the sentences in the paragraph contain two key ideas. Students learn to treat these ideas as separate units in their search for the key sentence.

> Everyone saluted as the flag was slowly raised. A smartly dressed woman cracked a champagne bottle across the ship's prow and named it *Sea Hawk*. The order was given, and the *Sea Hawk* started down the ways. A new ship was launched.

Everyone saluted + flag raised + woman cracked bottle across ship's prow + named it + order given + started down ways = new ship launched. Obviously, the key sentence is the last sentence in the paragraph. Key idea + key idea + key idea = the overall or main idea contained in the key sentence.

Some students need much assistance with this kind of directed teaching practice to establish the fact that it is not necessarily *just* the broadest statement in a paragraph which expresses the main idea, but the *broadest, most significant* statement, very often a conclusion which the other key ideas support. (Refer to Activity 4.)

The paragraphs used in Activity 4 may also be analyzed with the aid of a simple diagram.


Students write the main thought here.
Students jot down supporting details here.
Students note minor details on these lines.

III. Main Thought In A Paragraph

After "adding up" the key ideas of a paragraph, students must determine whether the main idea is or is not stated by the author. Students will also realize that one main idea may extend through a number of paragraphs.

Example:

> We visited the seals frolicking in the water. Then we paid a visit to the colorful birds in the big new birdhouse. After that we stopped for a Coke and hot dog. Before going home we spent a lot of time watching the funny monkeys.

The students are asked to find key ideas. Visited seals + paid visits to birds + stopped for Coke and hot dog + spent time watching monkeys = ? At this point students should point out that there is no stated overall idea.

Students must now make inferences, for the author does not state the key thought in a sentence of the paragraph. The student must look at all key ideas and determine the main idea of the paragraph himself. Further paragraphs should present more difficult material and should be intermingled with paragraphs that contain key sentences. The most important part of this step is having the student decide for himself whether the main idea is or is not stated by the author.

When students have mastered these basic ideas, normal textbook material should provide application and reinforcement. Students soon become aware of the fact that paragraphs that are parts of chapters in books don't always stand by themselves. One main or key thought may be carried through a number of paragraphs without repetition in each paragraph. Often students will decide on the key thought by noting part of a main idea stated by the author and adding to it through their own reasoning.

Example:

> It is not only radio that has given them a great deal of help. Ballistics experts can tell whether or not a bullet was fired from a particular gun by examining the bullet under a microscope. Chemists help solve crimes by analyzing blood, dust, cloth, and other materials. Photographers, also, are used in helping police solve crimes. Often photographs, especially when enlarged, reveal clues that the human eye overlooked.

In the paragraph above, the key thought is something like, "various people and things help police solve crimes". Clues can be found in the paragraph, but the reader can also arrive at the key thought through reasoning and the context that preceded this paragraph. Certainly a preceding paragraph, or several, dealt with "radio as it helps police solve crimes".

As students learn to look for organizational patterns in the way material is written, they will gain in ability to comprehend and retain. The teacher can best help the student by gathering closely related skills together in a teaching unit and by organizing the steps in a given cluster so well that the student has a series of successful experiences. Challenge is of tremendous importance after students feel that they have mastered the skill or skills to some degree. (Refer to Activity 5)

The following activities compiled from WDRSD will enable the child to identify the main idea of a passage with two or more paragraphs.

(Refer to Activity 6)
(Refer to Activity 7)
(Refer to Activity 8)
(Refer to Activity 9)
(Refer to Activity 10)
(Refer to Activity 11)
(Refer to Activity 12)
(Refer to Activity 13)

ACTIVITY 1

Charge the students ten cents for each word in their telegraph. Tell the students that they are to send the cheapest telegram possible, maintaining the main idea but using only the most important key words.

Some sample messages that may be sent are the following:

1. Please be very careful that you do not damage the brand new desks.
2. Bob Johnson and Ann Magee were candidates for President of the Student Council.
3. If I were you, I should report to the office not later than 10 o'clock this morning.
4. The prize fight took place in Madison Square Garden on Wednesday, September 10.
5. The hurricane destroyed many of the farms and crops, such as wheat, corn, and rye.
6. Gerald Ford and Ronald Reagan are candidates for the office of President of the United States.

W

DOMESTIC SERVICE
Check the class of service desired; otherwise this message will be sent as a fast telegram

TELEGRAM	
DAY LETTER	
NIGHT LETTER	

S
S
E

WESTERN UNION
TELEGRAM

W. P. MARSHALL, PRESIDENT

1207 (1-55)

INTERNATIONAL SERVICE
Check the class of service desired; otherwise the message will be sent at the full rate

FULL RATE	
LETTER TELEGRAM	
SHORE-SHIP	

NO. WDS.-CL. OF SVC.	PD. OR COLL.	CASH NO.	CHARGE TO THE ACCOUNT OF	TIME FILED

Send the following message, subject to the terms on back hereof, which are hereby agreed to

To ______________________________ 19__

Street and No. ______________________________

Care of or
Apt. No. ______________ Destination ______________

Sender's name and address (For reference)

Sender's telephone number

ACTIVITY 2

Underline the key words in the following quotations. Guide the students in realizing they are finding the main idea of the quotation.

Students should be encouraged to compose their own sentences in which class or another student may follow a similar procedure as described above.

Examples:

1. "Boy! That fish certainly tasted good!"
2. "I think I'd like a fifty pound steak for dinner."
3. "I love to go in the water and give myself a shower."
4. "My mother always says if I eat my bananas, I'll be a better swinger."
5. "Who needs a sled? I can slide without one."
6. "If it gets any warmer, I'll have to buy an ice cream cone."
7. "Even though I bark and have whiskers, I don't like bones."

ACTIVITY 3

The following are suggested sentences which may be used for selecting key words from content material. The procedure may be the same as for Activity 2. Additional sentences can be selected by the teacher or students from content materials for reinforcement of this skill.

Examples:

1. Eric the Red was a Viking who was given this name because he had red hair and a red beard.
2. Magnesium is a silver-white powdered metal often put in flares to produce brilliant light.
3. Roots carry water and minerals to a plant.
4. The rails on a railroad track must always be parallel.
5. Pancho lived on a high plateau where there was little rain.

ACTIVITY 4

Students are asked to list the key ideas (groups of key words) they have found in the paragraph. They then add up the key ideas and decide whether or not one of them represents an overall idea.

(Key idea + key idea + key idea = overall or main idea contained in the key sentences.)

In these paragraphs no main ideas are inferred. With the exception of paragraph 3, all the main ideas are the first or last sentences of the paragraph.

Example Paragraph 1:

A cow is a useful animal. It gives us milk, and the butter and cheese that are made from the milk. We use its flesh for meat. We use its hide for clothing.

gives milk
+
gives butter
+
gives cheese
+
use its flesh for meat
+
use its hide for clothing

Main Idea - A cow is a useful animal

Note: The main idea is located at the beginning of the paragraph.

Example Paragraph 2:

The navy officers stood at attention. Slowly the flag was raised. An order was given, and the ship slowly started down the ways. At the same time, a young girl broke a bottle on its prow and announced its name. Another battleship was launched.

navy officers stood at attention
+
flag was raised
+
order was given
+
ship slowly started down the ways
+
girl broke a bottle on its prow
+
girl announced its name

Main Idea - Another battleship was launched

Note: The main idea is located at the end of the paragraph.

Example Paragraph 3:

There are many dangerous occupations. Among these, sponge diving is especially risky. Almost nude, the divers leap into uncertain waters. Man-eating fish lurk on all sides. Undertows sometimes carry even the strongest swimmers off their courses. The heavy, tangled undersea growths often trap the divers.

divers leap into uncertain waters

+

man-eating fish lurk on all sides

+

undertows carry swimmers off their courses

+

undersea growths often trap divers.

Main Idea - Sponge diving is especially risky

Note: The main idea is located in the middle of the paragraph. "There are many dangerous occupations", is an unimportant detail in the paragraph structure.

Science Example Paragraph 4:

Energy and nutrients are obtained from the food in the body cells during respiration. At this time oxygen combines with the food, and energy and nutrients are released. Carbon dioxide, water, and other wastes leave the animal. Sooner or later, these materials are again made into food by green plants. The continuing flow of solar radiation keeps the cycle going.

oxygen combines with food

+

energy and nutrients released

+

carbon dioxide, water, other wastes leave animal

+

materials made into food by green plants

+

flow of solar radiation keeps cycle going

Main Idea - Energy and nutrients are obtained from the food in the body cells during respiration

Social Studies Example Paragraph 5:

A sharecropper rents land from the man who owns it. The owner supplies the sharecropper with a small house for his family and with seed, fertilizer, tools, and a mule. All the members of the family, except small children, help chop cotton in the spring and pick it at harvest time. Chopping out the weeds is done with a hoe. Picking the cotton balls is done by hand. When the crop is sold, the man who rents the land shares the profits with the owner.

ACTIVITY 5

Students will again find the key ideas. At this point students will discover that there is no stated all-over idea. Students must now infer as to the main idea of the paragraph.

The teacher is encouraged to select additional paragraphs which present more difficult material. Some paragraphs should have a stated main idea and others have an inferred main idea. The important part of this step is having the student decide for himself whether the main idea is or is not stated by the author.

Example Paragraphs:

1. Animals have interesting habits. One of the habits of some animals is to use nature's medicines when they are ill. Deer may eat twigs and the very tender bark of trees. Cats and dogs may eat grass when they are not feeling up to par. Bears often eat different kinds of roots and berries.
2. She looked beautiful in her new clothes. Her hat was decorated with red flowers. Her dress fitted her gracefully. It was held at the waist by a wide shining leather belt, and two pink ribbons hung down from the back. The lovely smile on her face added to the beauty of her appearance.
3. Just imagine how the speed of travel has improved since the days of Columbus. His ships took three months, or over ninety days, to sail across the Atlantic Ocean. Many of our large steamships can make that trip now in just about five days. Charles Lindbergh, one of the first men to fly a plane across the ocean, took only about thirty hours to travel from New York to Paris. But jet planes, carrying one hundred and fifty passengers or more, can reach Europe in six hours.

ACTIVITY 6

Materials: Transparency 1, overlays 1 and 2, overhead projector.

Procedure:

1. The teacher projects the transparency. The students read the paragraph. The teacher reminds the class that sometimes a paragraph has a topic sentence - i.e., a sentence that tells what the entire paragraph is about. Remind the class that sometimes a paragraph does not have a topic sentence, and yet the paragraph still has a main idea. The teacher tells the students that the paragraph on the transparency does have a topic sentence. He asks the students to identify the topic sentence. The class should

respond, "If you have a baby boa constrictor for a pet, you probably have trouble getting mice to feed it." The teacher should discuss the students' responses.

2. The teacher places the first overlay over the transparency. The students read the paragraph. The teacher tells the students that this paragraph does not have a topic sentence. He asks the students to identify a main idea statement for the paragraph. The students should respond with something like "Problems about feeding mice to your snake." The teacher should discuss the students' answers.
3. The teacher places the second overlay on top of the first two transparencies. He tells the class that one of the four statements identifies the main idea of the two paragraphs together. The teacher tells the students to think about the topic sentence of the first paragraph and the main idea of the second paragraph. The teacher asks if "What to feed a snake" tells what both paragraphs are about. The students should respond that it does not. "What to feed a snake" only tells what the first paragraph is about. The teacher asks if "how snake owners are cruel to mice" tells what both paragraphs are about. The students should respond that it does not. "How snake owners are cruel to mice" doesn't tell anything about either paragraph. The teacher then asks if "problems of getting mice" tells what both paragraphs are about. The class should respond that id does not. "Problems of getting mice" tells what the first paragraph is about. Finally the teacher asks if "problems of feeding a boa constrictor" tells what both paragraphs are about. The students respond that it does.
4. The teacher tells the students that by examining each paragraph in a passage and deciding what each paragraph is about, the students should be able to determine the main idea of that passage.

TRANSPARENCY 1

If you have a baby boa constrictor for a pet, you probably have trouble getting mice to feed it. Buying mice is very expensive. Even deformed or very small mice cost about $1.00 from a store. If you try to save money by catching field mice, you must make or buy a special kind of trap that doesn't kill or injure the mice. Also, you take a chance that the wild mice you catch may be diseased and make your snake sick.

TRANSPARENCY 1 -- OVERLAY 1

Some people will think you are cruel to feed mice to your snake. Their criticism might make you upset, but try to remember you are just feeding your snake its normal share of mice.

TRANSPARENCY 1 -- OVERLAY 2

a. what to feed a snake
b. problems of feeding a boa constrictor
c. problems of getting mice
d. how snake owners are cruel to mice

ACTIVITY 7

Materials: Mimeographed copies of worksheets 1, 2, and 3; pencils.

Procedure: The teacher does the example with the students. The students then do the worksheets independently. Their answers should be discussed.

Answers (wording may vary):

Example: Paragraph 1: how to keep a plant small; paragraph 2: how to shape a plant; passage: a.

1. Paragraph 1: When we built our enormous dragon for the parade, we started with the head; paragraph 2: making a dragon body; passage: c.
2. Paragraph 1: Making designs on leather by pressing with tools; paragraph 2: Leather can also be designed by changing its texture; passage: d.

WORKSHEET 1

DIRECTIONS: Read the stories below. Determine the topic sentence or main idea for each paragraph. Then decide which main idea statement best describes the passages. Fill in the circle next to the statement that best describes the main idea of the passage.

Example

Japanese gardeners are well known for their ability in the art of bonsai. Bonsai is the art of dwarfing trees. To keep the tree small the gardener starves it. This means he gives it only enough water and food to keep it alive. He also trims the roots to keep the plant tiny.

The main idea of this paragraph is:

____

____

____

To shape the tree the gardener trims or "prunes" the branches. He also shapes the branches another way. When the tiny tree is two or three years old he wraps the branches with copper wire. Then the gardener bends the branches into the shape he wants.

The main idea of this paragraph is:

____

____

____

The main idea of the passage is:

ⓐ how gardeners grow a dwarf tree
ⓑ how the art of bonsai got started
ⓒ how to starve a dwarf tree
ⓓ how gardeners liked shaped trees

WORKSHEET 2

1. When we built our enormous dragon for the parade, we started with the head. We shaped the forehead and snout out of chicken wire and stuffed it with newspaper. Then we covered the whole thing with layers of newspaper strips dipped in wallpaper paste. When it dried, we painted the dragon head green with yellow eyes and red fangs.

The topic sentence of this paragraph is: ______________________________

____

____

At the parade five of us stood in a line. The first person held the dragon's head on a long stick. Someone threw a long striped bedspread over all of us, leaving only the dragon's head showing. Suddenly a big, snorting dragon with a bumpy body and fierce head was loose on the street.

The main idea of this paragraph is: ______________________________

____

____

The main idea of the passage is:

ⓐ making a dragon head
ⓑ scaring friends in a dragon costume
ⓒ making a dragon for a parade
ⓓ fun at the fair

2. In leathercraft a raised design on the leather is called an embossed design. It is produced by tooling the underside of the leather with special tools. The same types of tools can be used on the right side of the leather. This process is called flat modeling and involves pressing down only the background of the design.

The main idea of this paragraph is: ______________________________

____

____

W

WORKSHEET 3

1. Leather can also be designed by changing its texture. One way to do this is to carve the heavy leather with a sharp knife, much as one would carve wood. Another way is to burn a deeper tone into the leather with an electrical tool.

The topic sentence of this paragraph is: ______________________________

____

____

The main idea of the passage is:

ⓐ why leather is designed as it is

ⓑ how leather products are made

ⓒ how to make special leather-designing tools

ⓓ different techniques of designing leather

ACTIVITY 8

Materials: Paragraph sentences recorded on cardboard strips, main idea statements recorded on cardboard strips, Gameboard 1.

Procedure:

1. The teacher tells the student that the four large boxes on the gameboard represent paragraphs. He tells the student to place the sentence strips in the appropriate boxes so that each paragraph has only sentences that are related to the topic sentence. The teacher should check to see that the student placed the sentences in the right boxes.

Answers:

Frogs are useful to man in many ways:

The frog helps man by eating many harmful or unpopular insects.

Many frogs are used each year for laboratory study.

Students use frogs to study anatomy - that is, the parts of the body.

Frogs are eaten by man and other animals:

Three of the hundreds of different kinds of frogs are commonly eaten by man.

The three kinds of frogs that are eaten are the bullfrog, the green frog, and the leopard frog.

The tender legs of these frogs bring high prices in the United States.

Many other kinds of frogs are eaten by snakes, birds, and fish.

Parrots live and eat in the forests:

Parrots make their homes in the forests, usually in a hole in a tree.

Their surroundings offer large supplies of fruit, nuts, and seeds, which make up the parrot's diet.

Parrots are sociable birds:

Parrots live together in large flocks.

From the tops of trees parrots chatter to each other in loud, harsh voices.

2. The child reads the main idea strips. He considers the topic sentences for the two paragraphs on the left and chooses the main idea that tells what both paragraphs are about. The child does the same for the two paragraphs on the right. His choices should be discussed.

Answers: Frogs: importance of frogs; Parrots: how parrots live.

Paragraph sentences:

The frog helps man by eating many harmful or unpopular insects.
Many frogs are used each year for laboratory study.
Students use frogs to study anatomy - that is, the parts of the body.
Three of the hundreds of different kinds of frogs are commonly eaten by man.
The three kinds of frogs that are eaten are the bullfrog, the green frog, and the leopard frog.
The tender legs of these frogs bring high prices in the United States.
Many other kinds of frogs are eaten by snakes, birds, and fish.
Parrots make their homes in the forests, usually in a hole in a tree.
Their surroundings offer large supplies of fruits, nuts, and seeds which make up the parrot's diet.
Parrots live together in large flocks.
From the tops of trees parrots chatter to each other in loud, harsh voices.

Main ideas:

how frogs help man
importance of frogs
how parrots behave in flocks
how parrots live

Gameboard 1

Paragraph 1

Topic sentence: Frogs are useful to man in many ways.

Paragraph 2

Topic sentence: Frogs are eaten by man and other animals.

Main Idea of Passage

Paragraph 1

Topic sentence: Parrots live and eat in the forests.

Paragraph 2

Topic sentence: Parrots are sociable birds.

Main Idea of Passage

ACTIVITY 9

Materials: Transparencies 2-4, overhead projector, grease pencil.

Procedure:

1. The teacher projects transparency 2. The students read the three paragraphs. The teacher tells the students that the main idea of the passage is "children at the beach". He says that one of the three paragraphs does not fit under this main idea.
2. The students read the first paragraph and identify its topic sentence, "Sol liked to build sand castles at the beach." The teacher asks the students whether this paragraph fits under the main idea, "children at the beach". The students should respond that it does. The students then read the second paragraph and identify its main idea as "swimming at the beach". The teacher asks if the paragraph fits under "children at the beach". They should respond that it does. Finally the students read the third paragraph and identify its main idea as "Sol's brother is sick". The teacher asks if this paragraph fits under "children at the beach" and the students should respond that it does not. The teacher draws an X through the paragraph on the transparency. He reminds the students that although the topic sentences or main idea statements of individual paragraphs in a passage may differ somewhat, they should all contribute in some way to the main idea of that passage. The students' answers should be discussed.
3. The remaining transparencies are projected following the same procedure.

Answers: 2. omit third paragraph; 3. omit second paragraph; 4. omit first paragraph.

Main idea of passage: children at the beach.

Sol liked to build sand castles at the beach. It was a challenge to get the sand just wet enough. Sometimes he would try to build the walls very high. Other times he would work with delicate designs.

Sol's sister didn't care to stay on the sand. She preferred being in the water. She learned to swim well, then she tried diving. It wasn't long until she could do the jackknife and the swan dive.

Sol's brother was home in bed, sick. He had the mumps. The doctor said he would be in bed for two weeks. While his brother and sister went to the beach, he stayed home and read.

Main idea of passage: advantages and disadvantages of being a professional baseball player.

A professional baseball player has his name and picture in the newspaper so often that hundreds of people recognize him instantly. Because he is so famous, he meets many fascinating people. Since he travels often, he has an opportunity to see all the interesting sights in the country. He gets paid for doing what he likes to do best, play baseball.

There are many baseball teams across the country. Almost every major city has a ball team. These cities draw crowds of people in the thousands when their teams play major league teams from around the world.

There are also some drawbacks to this exciting life. Because the professional baseball player travels so much, he is frequently away from his family. Often there are nighttime ball games. This means the player must rest during the day so he can work late into the night. Worst of all, since everything he does is in the newspaper, the ball player has no privacy.

TRANSPARENCY 4

Main idea of passage: how a soldier survived a war.

People have been at war since the beginning of time. Men are forced to leave their families and fight enemies abroad. Many men do not come back from battle, and very often, when men do come back, they are scarred physically or mentally for life.

In the heat of a battle one young soldier was badly injured in the head, neck, arms, and legs. He awoke days later to a silent jungle. The enemy and his own troops were nowhere to be seen. One of the island natives cared for him in his hut. When the man was better, he dug a secret hole and moved into it. He did not want to risk being taken by any of the enemy.

Thirty years later construction workers were clearing a jungle area for a building. They came across an old man hiding in a hole. He had never found out that the war had ended right after the battle in which he'd been injured. He had spent all those years hiding for no reason at all. His only possession was a very rusty gun.

ACTIVITY 10

Materials: Transparency 5; overlays 1, 2, and 3; overhead projector.

Procedure:

1. The teacher projects the transparency. The students read the main idea statements. The teacher tells the students that they are going to decide, by reading three paragraphs, which is the correct main idea for the passage.
2. The teacher places the first overlay on the transparency. The students read the paragraph and determine its main idea, "Alicia did not play basketball well," or "Alex played basketball well." The teacher asks if any of the four main idea statements can be discarded. The class should respond that "Alicia is a good student" is a main topic that is totally unrelated to the main idea. The teacher projects the second overlay. The students read the paragraph, determine its main idea, and delete "Alex is a gifted basketball player" as a possible main idea. Finally the teacher projects the third overlay. The students read the paragraph, determine its main idea, and delete "Alicia is not a gifted athlete" as a possible main idea for the passage. The teacher and students discuss why "Alicia is gifted in some but not all sports" was selected as the best main idea of the entire passage.

TRANSPARENCY 5

a. Alex is a gifted basketball player.
b. Alicia is not a gifted athlete.
c. Alicia is gifted in some but not all sports.
d. Alicia is a good student.

TRANSPARENCY 5 -- OVERLAY 1

During recess, Alicia and her friends played basketball. Alicia was playing guard. She fouled Alex three times. Each time Alex shot his free throw, he made a point for the other team. Alicia felt terrible.

TRANSPARENCY 5 -- OVERLAY 2

After school, Alicia and her friends played baseball. Alicia swung the bat as hard as she could, but she missed the ball again. "Strike three--you're out!" yelled the umpire. Alicia felt awful. She walked sadly to the bench. She looked up when she heard her team cheering for the next batter, Alex. Alex had just hit a home run. It made Alicia feel worse. It seemed that she couldn't do anything right.

On the way home, Alicia met her swimming coach. "I've been looking for you," he said. "You're my best swimmer. I need you to help a boy in my beginners' swimming class. Poor kid! He's very discouraged about his breathing. He thinks he can't do anything right! His name is Alex. Do you know him?"

ACTIVITY 11

Materials: Paragraphs written on index cards, Gameboard 2.

Procedure: The students read the paragraphs and place them under the appropriate main ideas. The teacher and students should discuss the answers.

Answers: Man's senses make him aware: D, A; discovering an ancient water jug: E, C; learning to be an air traffic controller: F, B.

Paragraphs:

1. Man also has interior senses which identify for him the demands of his own body. These senses remind man to eat because his body is hungry, to drink because he is thirsty. The fatigue of man's muscles indicates to him that his body needs rest.
2. Eventually Kip began to be able to sort out the dots and to concentrate for longer periods of time. He now makes decisions about holding patterns for planes approaching the airport. But, when an emergency arises, a senior controller takes over. It will be many months before Kip handles all the airplanes by himself.
3. Back at home the Kaplans called the museum about their jug. A committee of people who came to study it said the container was about 2,100 years old. It had once been used to haul water on ships. The Kaplans knew it was worth lots of money, but they decided to give it to the museum.
4. The exterior senses of an individual make him aware of the world around him. Through his eyes man sees the beauty of the world. With his ears he hears. His nose delights at the scents of his surroundings.
5. As Ralph Kaplan walked along the beach, he saw the edge of a brown object sticking out of the sand. Digging at it, he found that it was large, circular, and about two inches thick. Ralph called his wife to help. Together they uncovered a huge jug as long as a bathtub.
6. Kip is learning to be a controller. At first he merely watched the other men instructing the planes. Kip couldn't imagine how he would ever keep track of all the dots. There would be a tragedy if two of the dots ever came together. Each dot is a plane full of people.

Gameboard 2

Main idea: man's senses make him aware.	**Main idea: discovering an ancient water jug.**	**Main idea: learning to be an air traffic controller.**

ACTIVITY 12

Materials: Paragraphs, main ideas recorded on cardboard strips.

Procedure: The teacher gives each of six students a paragraph card. He gives two other students a main idea card each. The two students with main idea cards look through the six paragraph cards of the other students and find two paragraph students with paragraphs that fit under their main ideas. The other students in the classroom determine whether the main idea and paragraphs match.

Answers: How making a switch won the game: A, C; how molecules behave in substances: D, B.

Paragraphs:

1. The twins, Billy and Millie, were both good baseball players. But Billy could play on the league team, while Millie couldn't because she was a girl. A few days before the last game of the year, Billy got the mumps. The other players talked Millie into taking his place, promising to help her get ready so no one would know there was a switch. Millie cut her red hair just like Billy's. The other players agreed that with her cap on, Millie's freckled face was identical to her brother's. Even the coach would be fooled!
2. The molecules in substances are always moving. The molecules in a solid substance can move very little. The solid does not change shape to suit the container. Gas molecules move around very freely, which helps the gas to fill whatever space is available. The more slowly moving molecules in a liquid take on the shape of the container in which the liquid is put.
3. On the day of the game, no one mentioned Millie's secret. The game was a good one, and Millie played skillfully. Then she got on second base. The next boy got a hit and so Millie made the winning run. She was so excited she yelled, "Yippee!" The coach jumped out of his seat when he heard her high, squeaky voice.
4. All substances are made up of molecules. In a gas the molecules are very far apart. In a liquid substance the molecules are closer together; in a solid, the molecules are tightly packed.
5. Besides being a good ball player, Millie was a very good student. She enjoyed studying and reading and spent a lot of time in the library - when she wasn't playing ball, that is.

6. Bruce read the chapter on molecules in his science book. It wasn't a very long chapter so it only took him twenty minutes. When he finished reading about molecules, Bruce went out to play.

Main ideas:

how making a switch won the game
how molecules behave in substances

ACTIVITY 13

Materials: Social studies or science texts.

Procedure: The teacher selects a passage 3-7 paragraphs long. He asks the students to read the selection and determine an appropriate main idea. The students' responses should be discussed.

Materials: Main idea statements written on separate slips of paper, paper, pencils.

Procedure: The teacher has the students draw main idea statements out of a box. The students work independently at writing a 4-5 paragraph speech about the main idea statement drawn. The students take turns giving their main idea speeches. The other students guess the main idea statement after listening to the individual speeches. The teacher and students should discuss how every paragraph in the speech should contribute to the main idea statement.

Sample main idea statements for speeches:

My first day of vacation was lots of fun.
how I learned to swim
steps in baking cookies

Characters

PURPOSE

The purpose of this unit is to apply the ability of inferring main ideas by conceptualizing a character's personality type. Through comprehension skills and experience with various characters in previous selections, readers can perceive some coherence in the scattered bits of evidence constituting a character.

METHOD

The development of characters in a story and the insight obtained about characters in a story are central to the purposes and function of comprehension. The sub-skills are as follows:

I. Students need to identify the character's personal traits.
Personal traits reveal, directly or indirectly, what type of person a character is. Examples of words used to develop personal traits include: lazy, brave, loyal, humble, stubborn, considerate, and mean. Instead of stating a character's traits literally, the author may provide hints and let the reader use the imagination. Students need to recognize printed meanings which indicate personal traits.

II. Students need to identify the character's emotional reactions.
Emotional reactions are reflected in how the character acts and feels. Examples of words and phrases used to develop emotional reactions include: fear, anger, disgust, grief, joy, surprise, alarm, happy, excited, shy, disappointed, and scared. Students need to recognize printed meanings which indicate emotional reactions.

III. Students need to identify the character's motives.
Motives are behavior and attitude possessed within a character which prompts or incites action. Examples of words used to develop motives are: please, do, don't, caution, stop, and go. Students need to recognize printed meanings which indicate character motives.

IV. Students need to understand the various ways in which authors communicate character development and hence provide readers with the raw materials from which they make their inferences.
   A. Through descriptions of physical or other characteristics.
   B. Through actions the character performs.
   C. Through the way his actions influence the actions of others, as well as affect himself.
   D. Through dialogue or conversation.

E. Through the character's own thoughts.

F. Through his reputation or what other characters think or say about him.

G. Through an illustration that interprets him.

V. Students need to recognize conscious contrasts and comparisons among characters.

The basic conflict of the story may be between characters (man vs. man).

The characters may possess similar behavior and personal qualities.

VI. Students need to ask themselves typical characterization questions as part of a study technique for analyzing passages for character development.

A. What characters other than people are found in the story?

B. How do you learn to know the characters in a story?

C. Does the character change or develop throughout the story, or does he stay the same?

D. Why do the characters act as they do?

E. How has the author set off, or highlighted, the main character?

F. What is the main character's relationship to other characters?

G. What is the place of the narrator or storyteller?

PROCEDURE

The development, or procedure, of each sub-skill is as follows:

I. Character's Personal Traits

A. Students develop the concept of using key words to describe their own personal traits. (Refer to Activity 14)

B. Students develop the concept of using key words to describe a character's personal traits. (Refer to Activity 15)

C. Students develop the concept of using stated facts to infer a character's personal traits.

(Refer to Activity 16)
(Refer to Activity 17)

D. Students develop the concept of using description and conversation to infer a character's personal traits.

(Refer to Activity 18)
(Refer to Activity 19)

E. Students develop the concept of writing Clerihew and Cinquain to infer a character's personal traits.

(Refer to Activity 20)
(Refer to Activity 21)

II. Character's Emotional Reactions

A. Students develop the concept of using stated facts to infer a character's emotional reactions. (Refer to Activity 22)

B. Students develop the concept of using description and conversation to infer a character's emotional reactions.

(Refer to Activity 23)
(Refer to Activity 24)
(Refer to Activity 25)
(Refer to Activity 26)

III. Character's Motives

A. Students develop the concept of using description and conversation to infer a character's motives. (Refer to Activity 27)

B. Students develop the concept of writing dialogue to infer a character's motives. (Refer to Activity 28)

IV. Ways in which authors communicate character development.

A. Students develop an understanding of devices an author uses to develop a character.

(Refer to Activity 29)
(Refer to Activity 30)
(Refer to Activity 31)
(Refer to Activity 32)
(Refer to Activity 33)
(Refer to Activity 34)
(Refer to Activity 35)
(Refer to Activity 36)
(Refer to Activity 37)

B. Students develop an understanding of relationships among the devices an author uses to develop a character. (Refer to Activity 38)

C. Students develop an understanding of sequential relationships among the devices an author uses to develop a character. (Refer to Activity 39)

V. Contrasts and Comparisons Among Characters

A. Students distinguish among conflicting evidence about a character as gained from descriptions, dialogue, and actions of other characters, including the narrator. (Refer to Activity 40)

B. Students distinguish when a character is undergoing a significant change. (Refer to Activity 41)

C. Students distinguish between a complex and a stereotyped character.

(Refer to Activity 42)
(Refer to Activity 43)

VI. Characterization questions to use in a study technique.

A. Students use key questions and answers when writing about characterization.

(Refer to Activity 44)
(Refer to Activity 45)
(Refer to Activity 46)

ACTIVITY 14

"How Would You Describe You?"

Would lazy be a good word to describe you? What words would you use to describe yourself? Make a list of them.

Here are some things you can do with your list:

See if you can find photographs of yourself or pictures of others that illustrate those words.

Ask friends what words they think best describe them. Compare their lists to yours. Are you a lot like your friends, or different?

Use the words in a story about times when you've had special feelings.

Have a friend make a big outline of your body. Use the words to label parts of your body you think the words best describe.

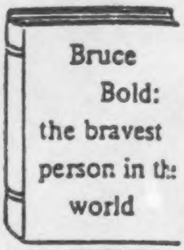
ACTIVITY 15

"**Just The Right Book**"

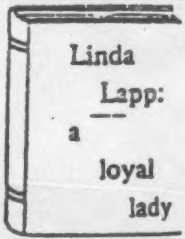
What you need - paper, pencil.

Below are books with titles on their covers. Read these titles now. Each title tells the person's name and gives one of his or her characteristics. Along-side the books you see quotations taken from the books. There are clues in these quotations taken from the books. There are clues in these quotations as to the person's characteristics. You are to match the quotation with the correct book. In order to do this, read the first quotation. Now look over the books and determine which book it was taken from. Write down the person's name and the number in front of the quotation on a sheet of paper. Continue doing this for each quotation. When you're finished you may use the Self-Check.

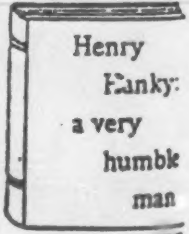
(1) "You can talk until you're blue in the face...but I'm not going to change my mind. I said that I wasn't going to the movie and I'm not!"


Bruce
Bold:
the bravest
person in the
world

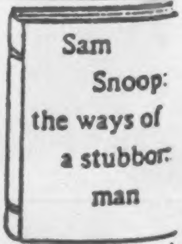
(2) "It was nothing. Absolutely anyone could have done it. After all, the only thing I did was to warn the store manager of smoke."


Linda
Lapp:
a
loyal
lady

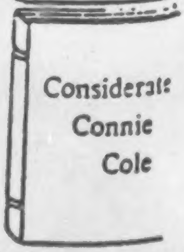
(3) "I thought that you might need some cheering up. So come on over. I baked some cookies and have the coffee on!"


Henry
Hanky:
a very
humble
man

(4) "Here...I'll do it! Everyone else stand back...the tank could explode any time now. Hand me the fire extinguisher before I go in."


Sam
Snoop:
the ways of
a stubborn
man

(5) "I don't care what the others say. I just know you couldn't have done it."


Considerate
Connie
Cole

W

Follow Up:

Think back to one of your favorite fairy tales. Let's say it is "Cinderella". Can you think of someone in this story who was considerate of others? Sure...Cinderella, herself. How about someone who was grumpy and mean? You couldn't get much meaner than the old stepmother, could you!

Well...this is what you are to do. Think back through all of the fairy tales you can remember and list as many characters as you can who fit under each of the characteristics listed below. See how long you can make your list.

BRAVE CONSIDERATE MEAN LOYAL

Self-Check:

Bruce Bold	4
Linda Lapp	5
Henry Hanky	2
Sam Snoop	1
Connie Cole	3

W

ACTIVITY 16

"Here Are The Facts!"

What you need - paper, pencil.

Read the list of facts below:

Jim gave an oral report today in class. It was about horses.
Jim's family owns six horses.
When he goes to the library, Jim usually checks out books about horses.
Out on the playground last week Jim told me he was going to be a horse trainer when he grows up.

Do you think that you could figure out a generalization to make about this list of facts? Well...try it! Here are three generalizations. See if one of them fits the list of facts.

1. Jim likes to give oral reports.
2. Jim is going to be a horse trainer.
3. Jim likes horses.

Well...which did you choose? Sure...the last one, Jim likes horses. You couldn't make a generalization about oral reports since only one fact referred to it. And that Jim is going to be a horse trainer was simply one of the facts. But all of the facts pointed out that Jim likes horses.

This is what you are to do! Below are lists of facts. After each list of facts are three generalizations. You are to choose the one which seems to fit the list of facts and write down on a sheet of paper. You may use the Self-Check when you're finished.

Facts List Number One:

Ann always answers questions in math class.
Ann likes to work math games.
Ann helps some of the students who are having difficulty with math problems.
Ann doesn't mind math homework.

Which generalization fits best?

1. Ann enjoys helping students.
2. Ann likes homework.
3. Ann enjoys math.

Facts List Number Two:

Joe goes swimming whenever he gets the chance.
Water skiing is one of Joe's favorite activities.
When he was in the Florida Keys, Joe went scuba diving every day.
Joe has his own small sailboat.

W

Which generalization fits best?

1. Joe likes to water ski.
2. Joe likes water sports.
3. Joe likes to go swimming and sailing.

Facts List Number Three:

Marcia owns a kitty named Cali.
Marcia always plays with Cali after school.
Marcia holds Cali in her lap when she watches television.
Cali was missing for one day and Marcia cried.

Which generalization fits best?

1. Marcia loves Cali.
2. Marcia likes to watch television.
3. Cali is a bad cat for running away.

Follow Up:

Think about one of your friends. Write down on a sheet of paper something that your friend likes. How do you know that your friend likes this? Well...list these reasons on the sheet of paper.

Now think of something that one of your friends dislikes. How do you know this? Again, list the reasons on the sheet of paper.

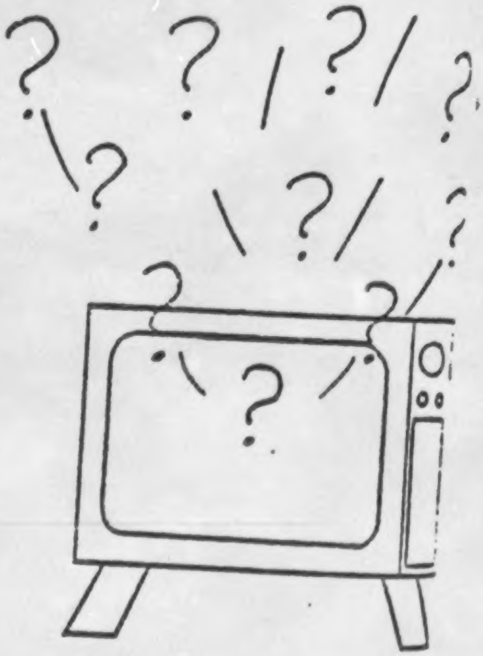
Self-Check:

Facts List One	3
Facts List Two	2
Facts List Three	1

ACTIVITY 17

"What's On Television?"

What you need - paper, pencil.



Suppose you were traveling and staying overnight in a motel. You don't have anything to do except watch television. The only problem is that you were unable to find a copy of the local newspaper. You have no idea what programs are on the TV tonight, so you must flip from one channel to another and try to figure out what the programs are about.

Below are the channels you turn to plus what you hear of the television shows. Under each TV channel are the names of three shows. See if you are able to choose the correct one.

Channel 2:
....bunkhouse and see if Jake is there! We have looked everywhere else but still no sign of him. You don't suppose....
"Double Z Ranch"
"Next Door Neighbors"
"City Detective"

Channel 4:
....up from Florida. It is moving northwest and should be over the midwest by....
"Barkley Family"
"Weather Show"
"Travel With R. Dock"

Channel 7:
....is mountainous. The people live mainly in and around....
"Annie From The Ozarks"
"In Flight"
"Travel With R. Dock"

Channel 9:

....fast asleep with the gun under his pillow. Outside the streets were deserted and the....

"City Detective"
"The Happy Harringtons"
"Great Moments In History"

Channel 11:

....gathered around the table. It was Josie's birthday, but where was she? "Josie!" called....

"The Happy Harringtons"
"Primitive Island"
"Mystery Castle"

Channel 13:

....the ski slope right behind him. He had waited two months for....

"Travel With R. Dock"
"Barkley Family"
"Fast Adventures"

Follow Up:

Look in a newspaper at the TV listings. Write a few of the names on a sheet of paper. Now, after each TV show write a short conversation which the characters on that show might have. You might try cutting them apart and giving them to a friend. See if he or she can find the correct TV show for the conversation.

Self-Check:

Channel 2	"Double Z Ranch"
Channel 4	"Weather Show"
Channel 7	"Travel With R. Dock"
Channel 9	"City Detectives"
Channel 11	"The Happy Harringtons"
Channel 13	"Fast Adventures"

W

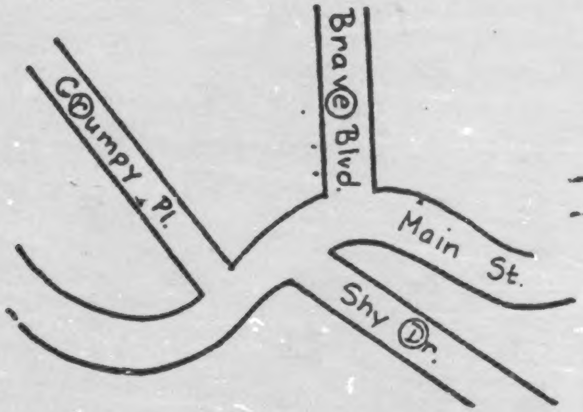
ACTIVITY 18

"Bus Ride"

What you need - paper, pencil.

Mr. Farrow had been driving a bus for the city of Towerville for over twenty years. In fact, he had had the same bus run for the past nine years. He had often told his friends that he thought that he could almost drive this particular run with his eyes closed.

Besides being familiar with the bus route, Mr. Farrow knew all the "regulars" who rode the bus. He knew that each morning on his first run Mr. Russell would sit right behind him and complain during the entire ride into town. And then there was Mrs. Canary...but wait! Mr. Farrow made up the following game about a few of his riders. He found out that some of his riders acted like the names of the street where they lived. Let's see if you can tell on which street each of these passengers lives by reading a short conversation that each one has with Mr. Farrow. You can see some of the streets of Mr. Farrow's bus run on this map...



Now read the first conversation and see if you can figure out which street the person lives on. Remember...the person should act like the name of the street! Write your answers on a sheet of paper. If you are correct, the circled letters of the street names will spell how Mr. Farrow feels at the end of the day.

W

Conversation One:

"Good morning, Mr. Save," said Mr. Farrow. "How are you today?" "Well... I'm sort of upset!" answered Mr. Save. "You know how I've been looking forward to my vacation at the lake? Well my family doesn't want to go there this year. They want to travel out west! But I just told them that I had been planning on going to the lake and that I wasn't about to change my mind."

Conversation Two:

"Isn't this weather just terrible?" said Miss Kool. "Oh...it is awful to drive in," agreed Mr. Farrow. "Well, I've been thinking about you all morning," said Miss Kool. "So I brought you a thermos of hot chocolate. You can keep it with you this afternoon and I will get the thermos on my ride back."

Conversation Three:

"You were late today!" complained Mr. Book. "I know it. The weather has slowed down all of the traffic," answered Mr. Farrow. "Well, I still have to be at my office at the same time. It would seem to me that the bus company should stay on schedule if they expect people to ride them!"

Conversation Four:

"I just can't get over how you managed to get all of the animals to safety," commented Mr. Farrow. "I guess that I just didn't think about it at the time," said Bob Williams. "With the wind whipping the flames higher and higher all I could think of were the poor animals in the blazing bar."

Conversation Five:

"Hello, Mrs. Jack," said Mr. Farrow. "Hello," returned Mrs. Jack. "I see that you had a block party last night," commented Mr. Farrow. "I'll bet it was fun!" "I guess so," said Mrs. Jack. "Why...didn't you go?" asked the bus driver. "Oh no...but I did hear laughter so I think the people had fun."

Self-Check:

Stubborn St.	T
Considerate Ave.	I
Grumpy Place	R
Brave Blvd.	E
Shy Drive	D

W

ACTIVITY 19

"Poor Martha"

What you need - paper, pencil.

As you read the following play, you will see that the characters' names have been left out. Instead, you will see only numbers. Don't let this bother you. Go ahead and read the play as it is.

Act 1, Scene 1 -

As the curtain opens there are three girls on the stage. School has just been dismissed for the summer vacation and they are saying good-bye on the playground. All of a sudden a fourth girl runs onto the stage from the right side.

Number 1 -

Hey! Listen to what I've just found out! Martha didn't pass! She is going to have to repeat the sixth grade!

Number 2 -

Oh no! How awful...I feel just terrible for her. Poor Martha. She must feel just awful. Do you think that there is anything we could do to help?

Number 3 -

Help!! She should have thought about her grades a long time ago. I think she got just what she deserved. Don't expect me to help!

Number 4 -

Well...Martha and I have known one another ever since first grade and I feel sorry for her. As far as I am concerned, we are still friends.

Number 3 -

You can just be friends with her...I'm going home! (She walks off stage.)

Number 2 -

Maybe I should go back into the building to see if there is anything I could do.

Number 1 -

No...I would think that Martha would want to be left alone right now. Just think how you would feel. I'm sure that you would be embarrassed to see your friends now.

Curtain -

W

Below are listed the characters' names plus a short description of each. You are to see if you can figure out what each character said in the play. For instance, look at the first character's description. It explains that Nancy is a considerate person. Now look through the play and see which conversation seems to fit her qualities. Write her name on a sheet of paper next to the character's number in the play. Continue doing this for all of the characters. Use the Self-Check when you are finished.

Characters:

Nancy - A very considerate girl.
Joan - An understanding girl who uses good judgment.
Linda - A person who is very loyal.
Sally - A selfish and sometimes mean girl.

Follow Up:

Look through a magazine for pictures of persons. Cut a few of these out and glue them onto a piece of paper or poster board. Now on the back of the mounted picture write a short description of the person. Explain how you think he or she acts. Is he brave? Grumpy? Shy? Stubborn? Considerate? Selfish? Kind? Mean?

When you finish give them to a friend and see if he or she comes up with similar descriptions.

Self-Check:

Number 1	Joan
Number 2	Nancy
Number 3	Sally
Number 4	Linda

ACTIVITY 20

Interpret a major accomplishment and/or character trait of the subject of a biography or autobiography by composing a Clerihew that highlights a significant aspect of the subject's personality and achievement.

Clerihew (klĕr´ ĭ hū) A humorous pseudo-biographical quatrain having lines of unequal length rhyming a a b b.

Quatrain (kwŏt´ rān) A stanza of four lines.

ACTIVITY 21

Interpret the major traits of a central character by composing a Cinquain about the character that includes key descriptive words. Mount and letter it on colored paper suggesting the dominant impression of the character, and include one or more relevant pictures.

Cinquain (sĭng kān´) A five-line stanza.

ACTIVITY 22

"**The Unusual Library**"

What you need - paper, pencil.

I suppose that I work at the most unusual library in the world. It isn't organized like any other I have ever seen. Well...it all happened about two years ago when Mr. Harlen became the head librarian. He said that he was tired of shelving books according to the author's last name. So he had us change the books according to his new system. Just wait till you hear how his system works! He felt that all of the books should be organized by the mood of the story! Have you ever heard of such a thing? Well...neither have I! But that is just what I have to do. Mr. Harlen said that we would have three "mood sections". So we put the books into the following mood sections:

happy section   sad section   mysterious section

Say...we just got in a new shipment of books. Maybe you can help me. Below are short parts of each book's story. See if you can figure out to which "mood section" each book belongs. Let's do the first one together.

> "Molly was sitting in the middle of the floor with birthday presents piled around her. She didn't know which one to open first. Just then her mother walked through the doorway with a large birthday cake."

Well...where do you suppose we should shelve this book? In the "sad mood section"? It didn't sound as though Molly was sad, did it? No...well what about the "mysterious mood section"? No...! How about the "happy mood section"? Sure...that's it.

Now you're on your own! Write down the correct mood for the following book on a sheet of paper.

> "Dorothy thought that she heard a creak on the stairway down to the basement. Maybe she was just imagining things...After all, she was a little nervous since she was home alone. No...there it was again. It seemed to be louder this time."

ACTIVITY 23

"Circle Faces"

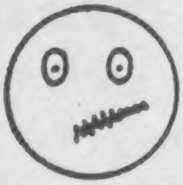
What you need - paper, pencil.

Bill said...

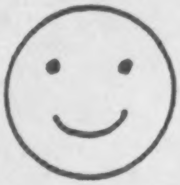
> "It sure is a beautiful day for our picnic. I wish it would never end!"

How do you think Bill felt? Did he feel mad? Happy? Excited? Nervous? Lazy? Tired? Well...look at the following "circle faces" and see if you can find one that you think would fit Bill's mood.

1



2



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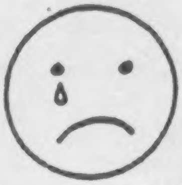


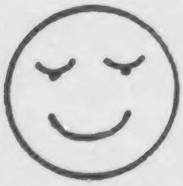
Which did you choose? Well...Bill seemed pleased with everything. So you might think that he was happy. Which "circle face" looks happy? Sure... Number 2.

You are to read what the rest of the people say below and try to choose the correct "circle face" for their mood. Write down your answers on a sheet of paper and use the Self-Check when you're finished.

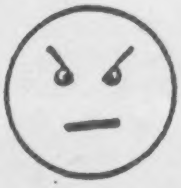
Ann said...

> "Jane! Look out!!! The truck!"

1



2



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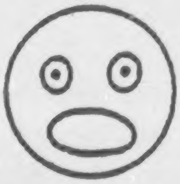
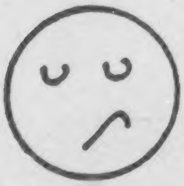


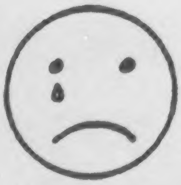
Henry said...

> "Go ahead and play your silly game. See if I care!"

1



2



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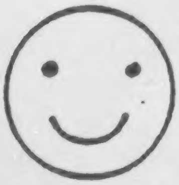
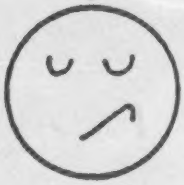


Margaret said...

"This has been the best birthday that I've ever had."

1



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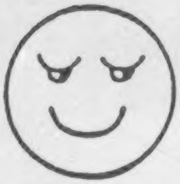

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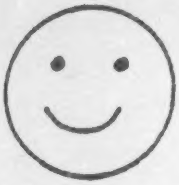
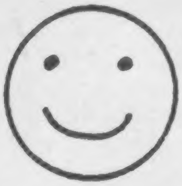


Erik said...

"Now look what you've done! You've broken the tail off my airplane. Don't ever play with my things again!"

1



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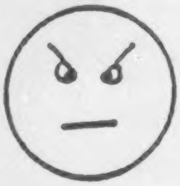

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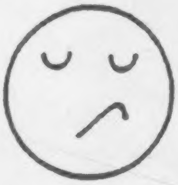
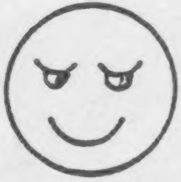


Steve said...

"I know what we can do. Let's hide Art's books so he can't find them."

1



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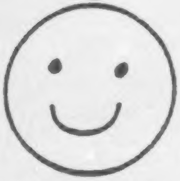

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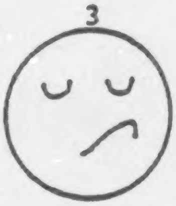
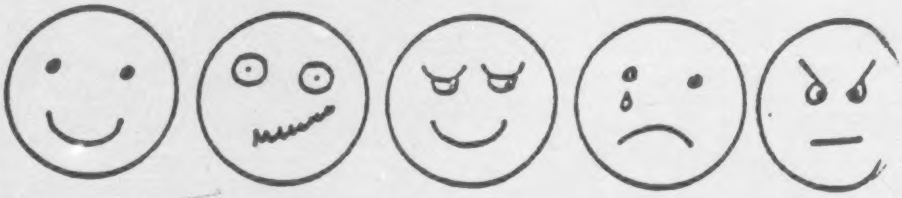


Follow Up:

Now you try it!! Below are "circle faces". You are to draw the circle faces on a sheet of paper. Under each face write a sentence that you think the person would say if he were in the mood shown by the face.



Self-Check:

Ann	3
Henry	1
Margaret	3
Erik	2
Steve	1

ACTIVITY 24

"A Walk Through The Woods"

What you need - paper, pencil.

Have you ever taken a walk through a woods? Well, it can be a lot of fun. After all, there are so many things to see and do. But sometimes you might not enjoy it. Like when you...now just wait a minute!! You decide for yourself. Listen to the two sisters as they walk through the woods.

"Hurry up..." said Alma.
"I'm going as fast as I can", returned Terry.
"Well, Mother is expecting us home before dinner and it's almost dinner time now", said Alma.
"I can't help it! If I go any faster I'll trip over the tree roots", complained Terry.
"Oh! I just know that mother will be upset with us."

What do you think? Well...it certainly didn't sound as if they were enjoying it, did it! Do you suppose that the girls were puzzled? No...but what about worried? Sure...that's it! Alma and Terry were worried about getting home late.

Below are several different people who are taking a walk through the woods. After each "walk" you are to decide how you think the persons feel. Under each short story are three words that describe how they might feel. You are to choose the word that best describes how the person feels and write it on a sheet of paper. You may use the Self-Check when you're finished.

Walk Number One:

"What a beautiful day", thought Helen. "I sure hope Mom likes these wild flowers I picked for her."

The breeze caused the tree limbs to wave to one another and their shadows to dance along the path. Helen had never before seen the woods so beautiful.

alarmed lonely pleased

Walk Number Two:

"I found one! I found one!" yelled Doug.
Ray came running up the path to where Doug was bending over.
"Look right there!" said Doug.
Ray looked under some brush to where Doug was pointing. Then he saw it.
"Oh my gosh!" exclaimed Ray. "You really did!"

worried happy excited

W

Walk Number Three:

"Golly..." said Ann. "I didn't think it would get dark so fast."

"Neither did I", admitted Joan.

The two girls were taking a short cut through the woods.

"Boy...it sure looks different in the dark", said Joan. "Those tree limbs look sort of like huge outstretched arms. I wish we would have gone home the other way."

"Me too", said Ann.

disappointed scared shy

Follow Up:

Open up your reader to any page and read that page. What kind of mood did you feel from that page? Write it down on a sheet of paper. Now open to another page (make sure it is a different story) and read it. Is the mood on this page the same as on the first page, or is it different? Write down the kind of mood you felt from this page. Do this several more times in different sections of your reader. Compare the different moods which you felt from the various pages.

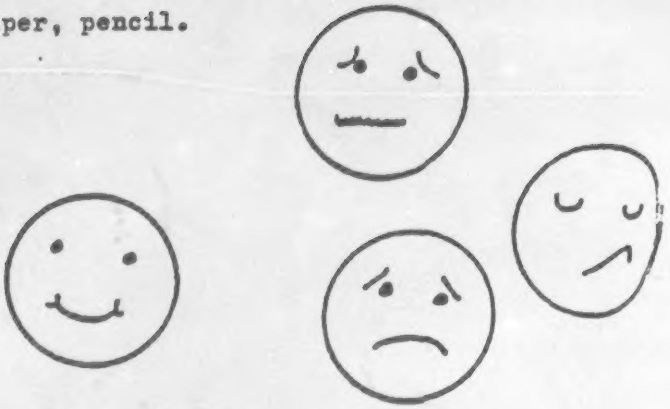
Self-Check:

Walk Number One - pleased
Walk Number Two - excited
Walk Number Three- scared

ACTIVITY 25

"How Would You Feel?"

What you need - paper, pencil.



"EEEeeeeeeeeeee!" screamed several people as the Blue Streak roller coaster plunged to the bottom of the first steep hill. You could hear laughter and screams as the cars dipped down each hill. This was Hilda's first ride on the Blue Streak and she was...

Now how do you think Hilda felt? Well...how would you feel in her place? Would you feel sad? Probably not! Do you think you might be puzzled? No! Well...how about thrilled? Sure...you would probably be thrilled and excited.

Below you will find several super-short stories. You are to imagine that you're part of each story and decide how you feel. Under each story are three words that describe how you might feel. You are to choose the word that best describes your feeling and write it on a sheet of paper. You may check your answers with the Self-Check at the end of this section.

(1) "Now what do you suppose is the matter with this stupid elevator?" thought Bill. He had been waiting almost five minutes for the elevator to take him up to the sixth floor. He had several packages to deliver to an office on that floor and he was tired of waiting. Just then he noticed a small sign which read, "Elevator Out Of Order - Please Use Stairway." He was...

puzzled annoyed surprised

(2) "Afternoon everybody!" called Dad as he arrived home from work. "Come on into the living room...I've got something to tell you!" We all went racing into the living room - even Mom. When we were all there Dad said, "I just received word that I will be able to get the next three weeks off from work. So why don't we take that vacation trip we've been wanting!" We were...

disappointed alarmed excited

(3) "Boy, it sure is hot today", said Kirk. He and Allen were sitting in the shade of a huge oak tree along the bank of the Ohio River. They had been there almost half a day just watching the currents and boats in the river. This was their favorite pastime during the summer when they had nothing to do. Both boys felt...

lonely   lazy   shy

Follow Up:

Look through magazines to find pictures of people or animals. Cut them out and paste each picture on a separate sheet of paper. Now below each picture describe how you think the person or animal feels. You can have the character tell it in his own words if you like!

Self-Check:

(1) annoyed
(2) excited
(3) lazy

ACTIVITY 26

"How Will I Ever Do It?"

What you need - paper, pencil.

"Oh no!!" wailed Susan.

"What's the matter?" asked Mother as she hurried into the kitchen.

"Oh...just look at this!" Susan was holding up some torn papers. "My school papers got mixed in with the garbage. I didn't notice them until *after* I had turned on the garbage disposal. Now look at them!" Many of the papers were mostly shreds and all of the papers were pretty badly torn.

"How will I ever do my homework?" asked Susan, almost in tears.

"What were you supposed to do?" asked Mother.

"Oh...Mr. Herm gave us these stories with the titles all mixed up. We were supposed to match the correct title with each story. But now I only have bits and pieces of the stories", explained Susan.

"Well then, you'll have to do the best that you can do. Since you don't have much of the stories left, why don't you try to feel a mood of the story with what you have. Maybe you can match the titles this way", said Mother.

So this is what Susan tried to do. Fortunately, her page of titles had not been torn, only the story pages. See if you can help her.

Below are the titles and the peices of stories. Try to match these together. The story pieces are numbered, so write these numbers on a sheet of paper. Next to each story number write down the correct title. Remember to do what Susan's mother suggested. See if you can tell by the "mood" of the story which title is correct.

STORY TITLES

The Happy Life

The Haunted Mansion

Life Adventures

Sometimes Sad

---

1. Bleak night. A chill ran up Jamie's back, when he thought of the possible things that

2. sun almost blinded her, it was so bright. The sand felt warm to her bare feet. She could hear the other kids coming over
3. sat in quietness staring out the window. The misty rain seemed more like tears slowly winding their way across the
4. blood raced through his head. He had never dreamed that it could be this exciting. What a tale he would tell when

Follow Up:

You will need a reader that you have not read before. Turn to the table of contents. Look at the titles of the different stories. Do you think that you can tell the mood of a story from its title? Well...try it!

On a sheet of paper write down the word HAPPY. Now list under this word three titles of stories that you think would have a happy mood. Read a few pages from each story and see if you were correct.

You might try testing yourself on the next few moods by doing the same thing that you did with the word HAPPY...

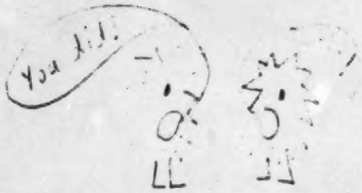
SAD
EXCITING
MYSTERIOUS

Self-Check:

1. The Haunted Mansion
2. The Happy Life
3. Sometimes Sad
4. Life Adventures

W

ACTIVITY 27



"Who Said That"

What you need - paper, pencil.

"People in the United States eat too much candy! In fact, they eat over 3,420,000,000 pounds of candy each year. This is terrible and something should be done about it! Parents should not allow their children to begin this bad habit of eating candy."

Now who do you suppose would have said this? Do you think that it would have been a candy maker? No...of course not! How about one of your friends? Probably not...since most kids like candy! Well...look at the next three people listed and see if you can guess which one would talk in this manner.

airplane pilot   dentist   mother

Of course, any one of the three could have made that statement but which one would you expect to have said that? Sure...the dentist. His purpose would be to cut down on tooth decay.

This is what you are to do below. Read each statement and then try to decide which of the people listed under it would probably have made it! Write these names on a sheet of paper. Be sure to circle any letters that have been circled on this paper. If you are correct, the circled letters will spell the thing that most candy is made from.

Statement 1:

"If there's one thing that disturbs me...it's the carelessness of people! You would think that adults would be more careful with their matches and cigarettes. But I often see them flick lighted matches and cigarettes out of car windows without even thinking."

bank teller   forester   actor

Statement 2:

"Keeping your body in good physical condition is extremely important. Many people do not take good care of their bodies and therefore become ill."

policeman   barber   nurse

Statement 3:

"People should have more respect for another person's property."

hotel manager   telephone operator   florist

W

Statement 4:

"Old electrical wiring can be very dangerous. Home owners should have their wriring checked by an electrician if they are in doubt as to its condition."

physicⓘan   fireⓜn   plⓤmber

Statement 5:

"More money should be spent in the area of education. If people expect good schools then they must be willing to pay for them."

tⓐxi driver   laⓦyer   teacheⓡ

Follow Up:

Below is a list of different types of jobs. On a sheet of paper, you are to write down the job titles. After each one write down what you think that person might say about...

...food -

1. housewife
2. dish washer
3. restaurant owner

...safety -

1. crossing guard
2. engineer
3. airplane pilot

...natural wildlife -

1. forester
2. mining engineer
3. camp director

Self-Check:

1	foreⓢter	S
2	nⓤrse	U
3	hotel manaⓖer	G
4	firemⓐn	A
5	teacheⓡ	R

ACTIVITY 28

Analyze an action of a character by writing a dialogue between the main character and the reader in which the reader quizzes the main character, who defends or explains his or her action.

ACTIVITY 29

Skill Session: Understanding devices of characterization.

There are five devices an author uses to develop a character listed below:

1. The author describes the character.
2. The author reveals the character's thoughts.
3. The author tells what the character says and does.
4. The author tells what others say about the character.
5. The author tells how others react to the character.

An author may or may not use all five devices in one story. In "Just About Midnight" the author used only the devices numbered 2, 3, and 5 to characterize the narrator.

Below are quotations from the story. Match each example with the number of the device of characterization from the list above. Keep in mind that the quotations are to characterize the narrator.

_2_ 1. As soon as I had done it I wished I hadn't...

_3_ 2. It was a hot day and I'd walk along, dig with the hoe, drop in eight seeds, cover the hole and tamp it, take eight long steps and do it all over again. After about three rows, I got tired.

_2_ 3. ...I felt like a dozen spiders were crawling up my backbone.

_5_ 4. John turned on me as if I had slapped him in the face.

_3_ 5. "I'm scared", I said.

ACTIVITY 30

Briefly describe a character at the beginning of the story. Then describe him as he was when the story closed. List in order the people, things, and events that caused him to change during the story.

ACTIVITY 31

Would you like a character in the story for your friend? What has the author done or had the character do to make you like or dislike him? Write your answers.

ACTIVITY 32

Through creative dramatics, take the part of storybook characters and speak their lines spontaneously. Doing so, you are learning to recall and retell the most significant events. Each time this is done, you put yourself into the role of someone else, thinking how that person might react, what he might do and say.

ACTIVITY 33

Synthesize the significant elements of characterization by compiling a scrapbook for one of the principal characters in which pictures and other items of importance to that individual are included and labeled. What things would she/he wish to save or cherish as reminders of the significant events recorded in the book?

ACTIVITY 34

Choose the more significant and interesting aspects of the subject's life in a biography or autobiography by preparing and presenting a three-minute introduction of the person to an imaginary audience in language appropriate to the audience. (Arthur Ashe to a women's group.)

ACTIVITY 35

Select significant facts from a biography or autobiography, or from information about a main character in a novel by composing an obituary article with an appropriate headline.

ACTIVITY 36

Analyze the personality of the main character by preparing a case study that includes all the known evidence (appearance, age, occupation, principal actions, and their implications) for presentation to a panel of psychiatrists.

ACTIVITY 37

Explain how one constructs an understanding of a character by creating a poster using magazine pictures or drawings that illustrate the character - revealing details and the methods the author employed to reveal the character (what author says, what character does, what others say about him).

ACTIVITY 38

The teacher can extract precise bits of evidence about one character from a selection. Students can then draw inferences about character type. They might discuss how many items were needed in order to generalize or how they combined conflicting bits of evidence. Students should not be evaluated on deriving correct conceptions, but rather on their ability to perceive relationships among bits of information outside the context of the selection.

ACTIVITY 39

The evidence list used in Activity 38 can be used in working on sequential relationships. The bits of evidence about a character can be mixed up and students can be required to order them in particular ways and then disucss the nature of these relationships.

Evidence _B_ might build on or contradict evidence _A_.
Evidence _A_ might be a cause of evidence _B_.
Evidence _A_ might be totally unrelated to evidence _B_.

ACTIVITY 40

Give students a list of characters with very different value orientations, each character providing some conception of one particular character. Students could then be asked to state their preferences among these conceptions and reasons for their preferences. Students can also discuss the difficulty in arriving at any objective standard for judging the correctness or incorrectness of different conceptions. They may then discover that it is impossible to derive any one "correct" conception.

ACTIVITY 41

List certain actions, bits of dialogue, or thoughts of a character, and then ask students whether a character is remaining static or is changing. It is less important that students correctly identify whether a character is static or changing than that they deal with the process of how one recognizes change in a character. In discussing the process of conceiving of change, students can consider which index - dialogue, actions, thoughts, gestures, in addition to other characters' or the narrator's opinions - serves as the clearest index of change in a character.

ACTIVITY 42

Provide students with extensive evidence about a character. Students can then give a brief description of that character or choose among a list of descriptions. Students can then rate these choices according to a number of criteria: a. Whether they focused on a limited aspect of the character or encompassed a number of different aspects. b. Whether they were directly or indirectly related to what might be called the essential nature of the character. c. Whether they imposed the reader's own particular value system onto a character.

ACTIVITY 43

Students can jot down one word descriptions as the selection is read. Later, they can note whether the descriptions changed as the selection progressed.

ACTIVITY 44

Sketches based upon the characters in a story may be written by children.

a. Selecting a character.
    (1) Search for details about him.
    (2) Search for things he does.
    (3) Speculate about him and his behavior.
b. Form of a character sketch.
    (1) Think of the character sketch as a "verbal snapshot".
    (2) Think of the character sketch as an impression gained by a "first glance".
    (3) A description that tells what kind of human being a person is.
    (4) A sketch concentrating on one trait and giving an example or examples of this.

ACTIVITY 45

Select pertinent aspects of the main character's life style or situation by writing lyrics to a song that the main character might sing, if the book were staged or filmed as a musical.

ACTIVITY 46

Develop a Character Selection Class Chart. See the example on the following page.

Character Selection Class Chart

Question	Characters	No. Boys	No. Girls
Which character was your favorite main character?	Annika	___	___
	Pippi	___	___
	Tommy	___	___
Which character is most like you?	Annika	___	___
	Pippi	___	___
	Tommy	___	___
Which character would you like for a friend?	Annika	___	___
	Pippi	___	___
	Tommy	___	___
Which character would you like for a neighbor?	Annika	___	___
	Pippi	___	___
	Tommy	___	___

State reasons for your selections

____

____

____

____

MATERIAL TO DEVELOP A-2

Basal Textbooks: Economy, LINESCAPES,
"Habitat and Niche", pp. 58-62,
"Sun Kingdom of the Aztecs", pp. 122-126,
"Man With A Guitar", pp. 146-151,
"Grandma Moses", p. 38.

Laidlaw, OCEANS AND ORBITS,
"Swim For Life", pp. 7-16,
"Sierra Night", pp. 134-150,
"Sign of A Loser", pp. 188-201.

Workbooks: Economy, THOUGHTVAULT, pp. 17-18, 21-22, 46-47,
53-56, 67-70, 74.
READING AND ACHIEVING, pp. 10, 17-18, 22-23.
BE A BETTER READER I, pp. 22-23, 38-39, 56-57, 67-68,
72-73, 80-81, 86-87,100-101,
112-113, 128-129.

Study Sheets: TASKMASTER, 7^2, pp. 2 & 24.

Additional Activities: READING RELATED CREATIVE ACTIVITIES,
pp. 10-28, 29-52.

Paperback Novel: Growing With America Kit

A-3

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OBJECTIVE A - 3

Given a selection, the student will utilize the main points, the details, and the interrelationship among the details to draw a conclusion or solve a problem.

PURPOSE

Comprehension is essentially a problem solving process. The student is expected to understand the reading selection for some particular purpose. It is for that purpose that we teach problem solving and drawing conclusions, which involves the mastery of selecting main ideas and relevant details, and perceiving the relationship among them. After this has been mastered, an interpretation of the material may resume.

In our reading we will occasionally come upon reports containing a great many facts or details without any conclusion as to what these details mean. Many government reports and newspaper stories pride themselves on presenting the details without expressing an opinion, so that the reader can make up his mind for himself.

It is the purpose of this unit to teach students to answer this question, "What do all these details mean?"

METHOD

Drawing conclusions, in this unit, will utilize three types of selections the students may encounter:

I. Conclusions Based On Figures -- Tables, Charts, Graphs, and Maps
II. Conclusions In Riddles
III. Conclusions Based On Details Or Facts As Stated In A Selection

As a teacher, prepare your students for studying or discussing by using the following method:

Step One: READINESS--The students set their purpose for reading or studying at this time by a brief discussion of what is going to be encountered.

Step Two: CONCEPT DEVELOPMENT--The meanings of the words and concepts should be clarified before the students begin to read or study. (The words and phrases should always be presented in context.)

Step Three: SILENT READING OR STUDYING--The students should be asked to draw their conclusion about the story or figure that has been introduced. In drawing conclusions the student must ask himself the following:

a. Are there enough facts?
b. Can the facts support a conclusion?
c. Have I taken into account the important facts?

Step Four: DISCUSSION--In the ensuing discussion about the story or figure, some students will probably say the answer was not stated or presented. Those who arrived at the correct answer should then explain how they reached the conclusion.

Step Five: REREADING AND RESTUDYING--Those students who did not make the correct conclusion will reread or restudy the selection from which the conclusion was drawn.

Conclusions
based
on
Figures

(Tables, Charts, Graphs, Maps)

PROCEDURE

I. Conclusions Based On Figures -- Tables, Charts, Graphs, and Maps

(To the teacher--Figures in a table can sometimes give us very startling information and lead to important conclusions, but the information is partially buried within any table until we learn to interpret the figures.)

A. Steps involved in teaching a table regarding the value of education.

1. READINESS--In the following table we are to come to a conclusion regarding the value of education.

COUNTRY	NATURAL RESOURCES	EDUCATION	PROSPERITY
United States	Great	High	High
Brazil	Great	Poor	Low
Mexico	Great	Low	Low
Colombia	Great	Poor	Low
Norway	Poor	High	High
Switzerland	Poor	Good	High
Denmark	Poor	High	High

2. CONCEPT DEVELOPMENT--Do the students understand the meaning of the terms "natural resources" and "prosperity"? Do the students know where the countries are located on a map?

3. SILENT READING OR STUDYING--
   a. Are there enough facts?
   b. Can the facts support a conclusion?
   c. Have I taken into account the important facts?

4. DISCUSSION--"The United States has great resources. Its education is at a high level. No wonder it is a prosperous country. But notice Brazil, Mexico, and Colombia. They, too, all have great resources. Why, then, is their prosperity at a low level? Is the poor standard of education a possible reason? Norway, Switzerland, and Denmark are all poor in natural resources. Yet their prosperity is high. There is only one possible explanation--a high level of education made it possible for their people to apply themselves to every possible way of developing their resources, poor as they were."

Conclusions: 1. Education can make a country prosperous even when its resources are poor.
2. Lack of education can keep a country poor even when its resources are great.

5. REREADING AND RESTUDYING--Those students who had difficulty arriving at the above conclusions, may restudy the table.

B. Steps involved in teaching a table regarding the shift of population toward the cities.

1. READINESS--In the following table we are to come to a conclusion regarding the shift of population.

YEAR	FARM POPULATION (In Millions)	CITY POPULATION (In Millions)	FARM HORSES (In Millions)	TRACTORS (In Millions)
1910	32	56	25	1
1920	32	62	26	3
1930	30	90	19	9
1940	30	99	14	15
1950	25	121	8	36

2. CONCEPT DEVELOPMENT--Make sure the students examine this table slowly downwards, but look at the figures across the columns along each level.

3. SILENT READING OR STUDYING--

   a. Are there enough facts?

   b. Can the facts support a conclusion?

   c. Have I taken into account the important facts?

4. DISCUSSION--"Notice the city population began with a much smaller figure. How did it end? What does it seem to show? What happened to the farm horses from 1910 to 1959? What change is reflected in the number of tractors for those years? Can you think of any connection between the increase in farm tractors and the fact that the farm population actually decreased after 1940?" The students may do the worksheet regarding the conclusions that can be drawn from the table. (Refer to the following worksheet.)

Answers: 1. C; 2. C; 3. P; 4. P; 5. C; 6. P; 7. C; 8. N; 9. P.

5. REREADING AND RESTUDYING--Those students who had difficulty arriving at the conclusions as suggested on the worksheet may restudy the table.

W

DIRECTIONS: Write C for conclusions that seem correct, P for conclusions that seem probable, and N for those that are not supported by evidence. Number your papers from 1 to 9 and put P, C, or N after each number.

1. City population grew much faster than farm population.

2. The entire population of the country rose, but the rise was in the cities.

3. The increase in tractors made it possible to increase farm production with fewer farm workers.

4. The lowered demand for farm workers caused a gradual movement of country residents to the cities.

5. The work of a single tractor is much greater than the work of a horse.

6. The increase in tractors gradually eliminated most of the need for horses.

7. The presence of the tractors more than made up for the loss of the horses.

8. Newspapers tell us that the farms are now producing much more grain than we need. This trend will probably continue.

9. Since every tractor replaces farm workers, the movement of population from the country to the cities will probably increase in the coming years.

C. Steps involved in teaching a table regarding immigration.

1. READINESS--There are many heated discussions in Congress and throughout the country about whether to encourage or prevent immigration.

YEARS	NUMBER OF IMMIGRANTS (In Round Figures)
1871-1880	2,800,000
1881-1890	5,700,000
1891-1900	3,700,000
1901-1910	8,800,000
1911-1920	5,700,000
1921-1930	4,100,000
1931-1940	500,000
1941-1950	1,000,000
1951-1960	2,250,000

2. CONCEPT DEVELOPMENT--Do the students understand the meaning of "immigrants"? Do the students understand "rank"?

3. SILENT READING OR STUDYING--Observe the table and try to discover what changes have taken place and why.
   a. Are there enough facts?
   b. Can the facts support a conclusion?
   c. Have I taken into account the important facts?

4. DISCUSSION--You may discuss the following questions with the class:
   a. What conditions in Europe might have caused immigrants to come here? (Poverty, oppression.)
   b. What conditions in America might have made immigrants want to come here? (Freedom, better living conditions, higher pay.)
   c. Why were they welcome here when they arrived in large numbers in the past? (Industry was expanding, needed workers.)
   d. How did they help the growth of America? (Provided labor, settled over widespread areas.)
   e. Between 1911 and 1920 there was a considerable decrease from the previous decade. What conditions in Europe might have caused this decrease? (World War I)
   f. An immigration law was passed by Congress in 1921. What can you guess about the nature of that law if the flow of immigrants slowed down after that? (Restricted immigration.)
   g. At the close of World War I, What conditions in Europe drove great numbers of Europeans to emigrate to America? (Europe in ruins, hardship, and suffering.)

h. How do you think Congress reacted to that rush of immigrants? (Had to stop it through quota law.)

i. The immigration law of 1924 sharply restricted immigration. How does the table show the effects of the restriction?

j. The law has not been revoked since then, and the immigration figures still remain low. Discuss (1) whether you think this restriction is good for America and (2) whether conditions here at present would be improved or impaired if we were to ease some of the restrictions on immigration.

5. REREADING AND RESTUDYING--Those students who did not make the correct conclusion may restudy the table.

D. Steps involved in teaching a chart regarding the rank of our state.

1. READINESS--In the following chart we are to come to a conclusion regarding why our state has moved from 15th position to 16th position.

HOW YOUR STATE RANKS NOW

From final·census count—

1970 Rank	1970 Population	Change Since 1960	1960 Rank
1. California	19.953.134	Up 27.0%	2
2. New York	18.190.740	Up 8.4%	1
3. Pennsylvania	11.793.909	Up 4.2%	3
4. Texas	11,196.730	Up 16.9%	6
5. Illinois	11,113.976	Up 10.2%	4
6. Ohio	10.652.017	Up 9.7%	5
7. Michigan	8.875.083	Up 13.4%	7
8. New Jersey	7.168.164	Up 18.2%	8
9. Florida	6.789.443	Up 37.1%	10
10. Massachusetts	5.689.170	Up 10.5%	9
11. Indiana	5.193.669	Up 11.4%	11
12. North Carolina	5.082.059	Up 11.5%	12
13. Missouri	4.677.399	Up 8.3%	13
14. Virginia	4.648.494	Up 17.2%	14
15. Georgia	4.589.575	Up 16.4%	16
16. Wisconsin	4.417.933	Up 11.8%	15
17. Tennessee	3.924.164	Up 10.0%	17
18. Maryland	3.922.399	Up 26.5%	21
19. Minnesota	3.805.069	Up 11.5%	18
20. Louisiana	3.643.180	Up 11.9%	20
21. Alabama	3.444.165	Up 5.4%	19
22. Washington	3.409.169	Up 19.5%	23
23. Kentucky	3.219.311	Up 6.0%	22
24. Connecticut	3.032.217	Up 19.6%	25
25. Iowa	2.825.041	Up 2.4%	24
26. South Carolina	2.590.516	Up 8.7%	26
27. Oklahoma	2.559.253	Up 9.9%	27
28. Kansas	2.249.071	Up 3.2%	28
29. Mississippi	2.216.912	Up 1.8%	29
30. Colorado	2.207.259	Up 25.8%	33

31.	Oregon	2,091,385	Up 18.2%	32
32.	Arkansas	1,923,295	Up 7.7%	31
33.	Arizona	1,772,482	Up 36.1%	35
34.	West Virginia	1,744,237	Down 6.2%	30
35.	Nebraska	1,483,791	Up 5.1%	34
36.	Utah	1,059,273	Up 18.9%	38
37.	New Mexico	1,016,000	Up 6.8%	37
38.	Maine	993,663	Up 2.5%	36
39.	Rhode Island	949,723	Up 10.5%	39
40.	Hawaii	769,913	Up 21.7%	44
41.	District of Columbia	756,510	Down 1.0%	40
42.	New Hampshire	737,681	Up 21.5%	46
43.	Idaho	713,008	Up 6.9%	43
44.	Montana	694,409	Up 2.9%	42
45.	South Dakota	666,257	Down 2.1%	41
46.	North Dakota	617,761	Down 2.3%	45
47.	Delaware	548,104	Up 22.8%	47
48.	Nevada	488,738	Up 71.3%	50
49.	Vermont	444,732	Up 14.1%	48
50.	Wyoming	332,416	Up 0.7%	49
51.	Alaska	302,173	Up 33.6%	51

Note: Figures are for resident population and do not include federal civilian or military employes and their dependents living abroad, who numbered 1,580,998 at the time of the census.

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2. CONCEPT DEVELOPMENT--Do the students understand the meaning of "census" (an official count of the people in a country)?
3. SILENT READING OR STUDYING--
   a. Are there enough facts?
   b. Can the facts support a conclusion?
   c. Have I taken into account the important facts?
4. DISCUSSION--What state has moved from 16th to 15th position? (Georgia) How can you account for the fact that Georgia's population is up 16.4%? (Answers may vary.)
5. REREADING AND RESTUDYING--Those students who could not draw a conclusion may restudy the chart.

E. Steps involved in teaching the "Most Common American Surnames".

1. READINESS--In the following chart, the students will draw a conclusion about the "Most Common American Surnames".

MOST COMMON AMERICAN SURNAMES

SOURCE: U.S. Social Security Administration

This tabulation is based on the surnames that appear most frequently in social security records for the period of 1936 to 1964.

Rank	Surname	No. of Persons
1	Smith	1,678,815
2	Johnson	1,263,266
3	Williams(on)	1,079,986
4	Brown	951,320
5	Jones	922,913
6	Miller	807,086
7	Davis	729,371
8	Martin(ez)(son)	678,850
9	Anders(on)	589,676
10	Wilson	552,993
11	Harris(on)	524,895
12	Taylor	486,339
13	Moore	485,247
14	Thomas	474,616
15	Thompson	445,946
16	White	444,183
17	Jackson	432,440
18	Clark	385,206
19	Robert(s)(son)	367,314
20	Peters(on)	344,124

2. CONCEPT DEVELOPMENT--Do the students understand the meaning of "rank" and "surname"? Do the students know that "No." is an abbreviation?

3. SILENT READING OR STUDYING--
   a. Are there enough facts?
   b. Can the facts support a conclusion?
   c. Have I taken into account the important facts?

4. DISCUSSION--To see how well they interpret the chart, you may ask:
   a. What number comes after 951,320? (922,913)
   b. What surname is next to the number you just wrote? (Jones)
   c. Under what heading would you find "Davis"? (Surname)
   d. How many persons on the records have the surname of Davis? (729,371)
   e. Which surname is next to the rank of number 1? (Smith)
   f. What name ranks number 10? (Wilson)

5. REREADING AND RESTUDYING--Those students who could not draw a conclusion about the chart may restudy it.

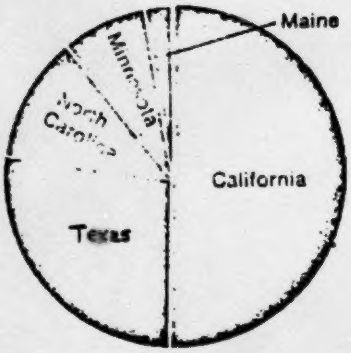
*NOTE: Listed below are five steps for helping you read a chart better. These may be introduced prior to teaching about charts or after chart reading to see if the class has followed the proper sequence.

   a. Read the title of the chart.
   b. Read the information that immediately follows the title.
   c. Look at the headings in the chart.
   d. Skim the data under each heading before answering the questions.
   e. Answer questions by using the headings to guide you. Put your finger on the items you wish to match from the lists on the chart.

F. Steps involved in teaching pie or circle graphs concerning states.

1. READINESS--A circle or pie graph shows only comparisons among items. In the following circle/pie graph, the students will draw a conclusion as to the two states with the fewest people.

States Differ in Size of Population



2. CONCEPT DEVELOPMENT--Do the students understand the above graph and what it is supposed to interpret?

3. SILENT READING OR STUDYING--
   a. Are there enough facts?
   b. Can the facts support a conclusion?
   c. Have I taken into account the important facts?

4. DISCUSSION--You may ask the following questions:
   a. How many states are represented in the graph? (5)
   b. Which of these states has the greatest population? (California)
   c. How much of the graph shows California's population? (½)

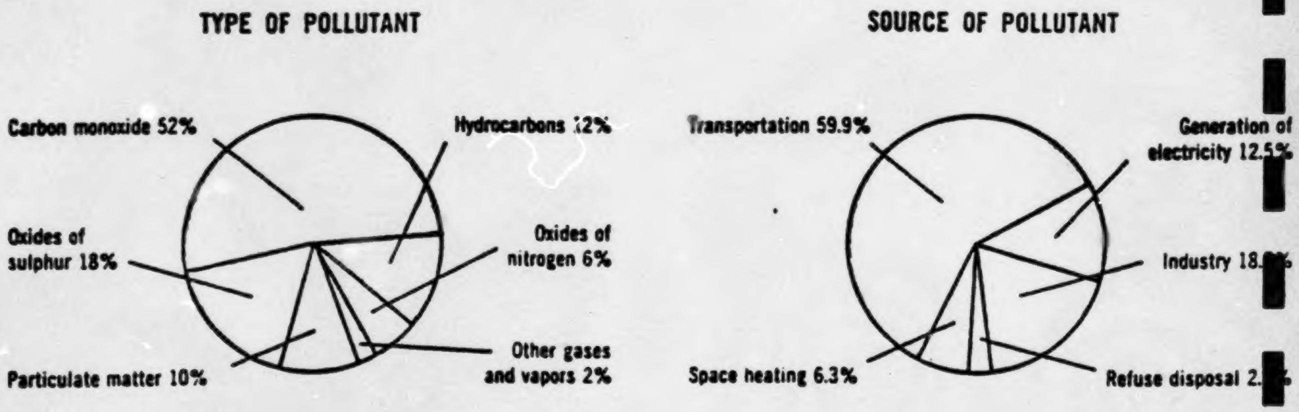
    d. Which two states have the fewest people living in them? (Maine, Minnesota)

5. REREADING AND RESTUDYING--Those students who could not draw a conclusion about the graph may restudy it.

G. Steps involved in teaching a pie/circle graph concerning air pollution in the United States.

1. READINESS--In the following graph the students will draw a conclusion as to the types and sources of air pollution.

AIR POLLUTION IN THE UNITED STATES
(125 million tons per year)



TYPE OF POLLUTANT

SOURCE OF POLLUTANT

2. CONCEPT DEVELOPMENT--Do the students understand "pollution", the types of pollutants, "Refuse disposal"?

3. SILENT READING OR STUDYING--
    a. Are there enough facts?
    b. Can the facts support a conclusion?
    c. Have I taken into account the important facts?

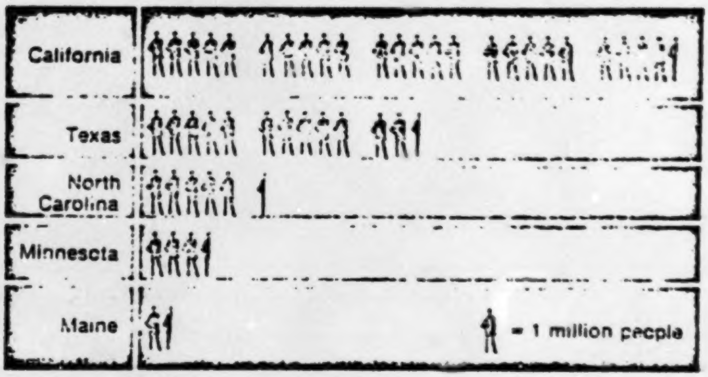
4. DISCUSSION--You may ask these questions:
    a. What is the purpose of these two graphs? (To show types and sources of air pollution.)
    b. What unit is used to measure the amount of air pollution per year? (tons)
    c. What type of pollutant causes the most pollution? (carbon monoxide)
    d. About what proportion of all air pollution is due to the above pollutant? (½)
    e. Which causes greater pollution, hydrocarbons or particulate matter? (hydrocarbon)
    f. What is the greatest source of pollution? (transportation)

g. Which source of pollution takes up nearly a quarter of the circle? (industry)

5. REREADING AND RESTUDYING--Those students who do not make the correct conclusion will restudy the graph.

H. Steps involved in teaching a picture graph or pictograph concerning the population of different states.

1. READINESS--A picture graph presents facts by using pictures or symbols to represent an idea. In the picture graph, the student will draw a conclusion as to the two states with the fewest people. (This graph shows the population of the same five states that were shown in the pie/circle graph.)


States Differ in Size of Population

2. CONCEPT DEVELOPMENT--Do the students understand that one man represents one million people?

3. SILENT READING OR STUDYING--

a. Are there enough facts?

b. Can the facts support a conclusion?

c. Have I taken into account the important facts?

4. DISCUSSION--You may ask the following questions:

a. The state of Maine has how many people? (1½)

b. How many million people are living in Minnesota? (3½)

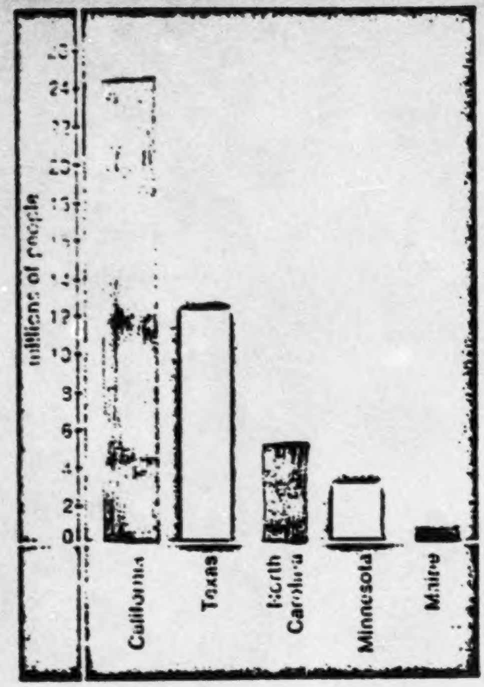
c. Which state has a population of 12½ million people? (Texas)

d. Which of the two graphs--the circle graph or pictograph--better shows the population differences? (Answers may vary.)

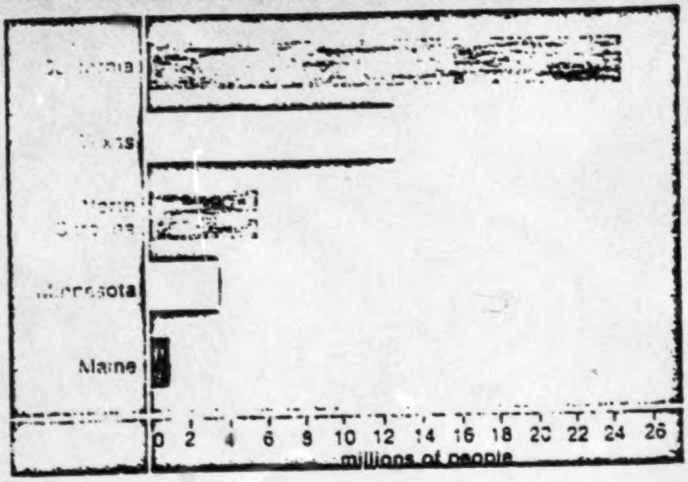
5. REREADING AND RESTUDYING--Those students who could not draw conclusions about the graph may restudy it.

I. Steps involed in teaching a single bar graph.

1. READINESS--The students will draw a conclusion when comparing Graph A and Graph B.



Graph A

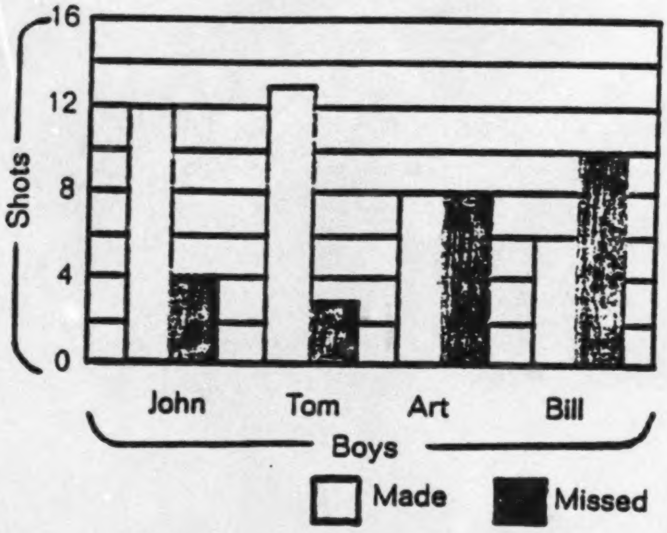


Graph B

2. CONCEPT DEVELOPMENT--Do the students understand the above bar graphs and what they interpret?
3. SILENT READING OR STUDYING--
   a. Are there enough facts?
   b. Can the facts support a conclusion?
   c. Have I taken into account the important facts?
4. DISCUSSION--You may ask the following questions:
   a. What whole number is between 4 and 6? (5)
   b. North Carolina has a population of __(5)__ million people.
   c. What is the population of Minnesota? (Almost 4 million people.)
   d. What conclusion can you draw as to the difference between Graph A and Graph B? (Graph A has vertical bars and Graph B has horizontal bars.)
5. REREADING AND RESTUDYING--Those students who could not draw a conclusion about the bar graphs, may restudy them.

J. Steps involved in teaching multi-bar graphs.
   1. READINESS--The students will note that multi-bar graphs contain double or more bars with a key for better understanding. The students will draw a conclusion as to the boy who made the most shots and missed the least.

Record of
Foul-Shooting Contest



2. CONCEPT DEVELOPMENT--Do the students understand the meaning of "multi"? Do the students understand the key? Do the students understand the numbers along the side of the graph?

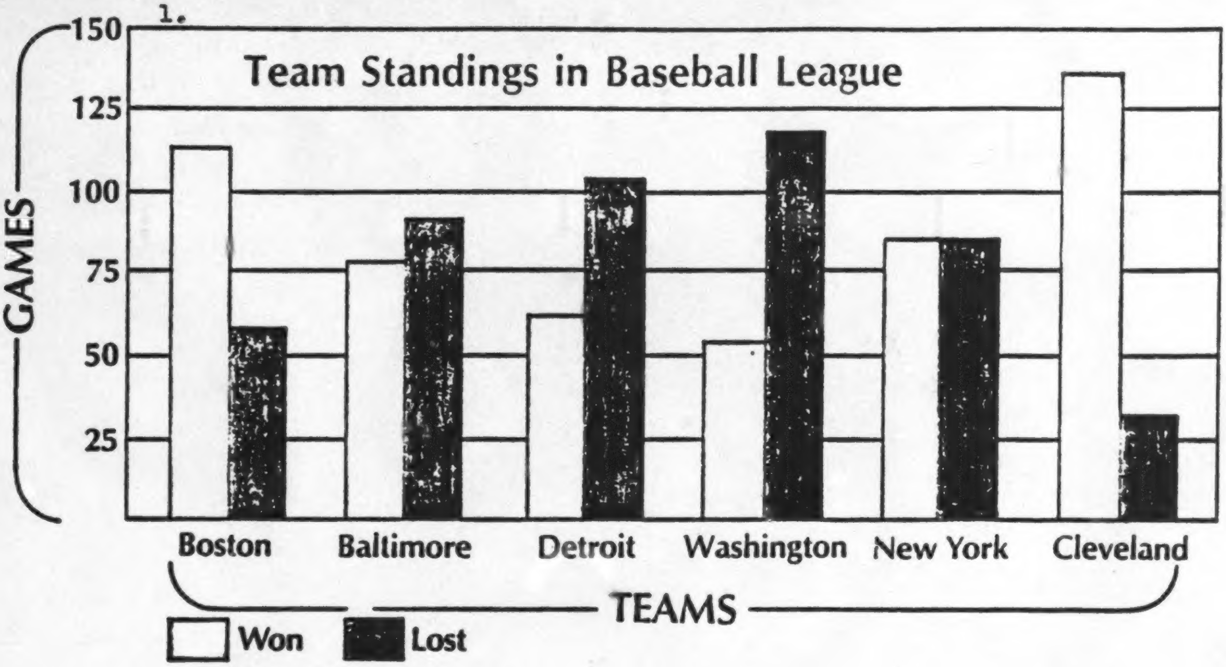
3. SILENT READING OR STUDYING--
   a. Are there enough facts?
   b. Can the facts support a conclusion?
   c. Have I taken into account the important facts?

4. DISCUSSION--You may ask the following questions:
   a. Name the boy who made and missed the same number of shots. (Art)
   b. How many shots did Bill miss? (10)
   c. Who made the most shots and missed the least? (Tom)

5. REREADING AND RESTUDYING--Those students who could not draw a conclusion about the multi-bar graph, may restudy it.

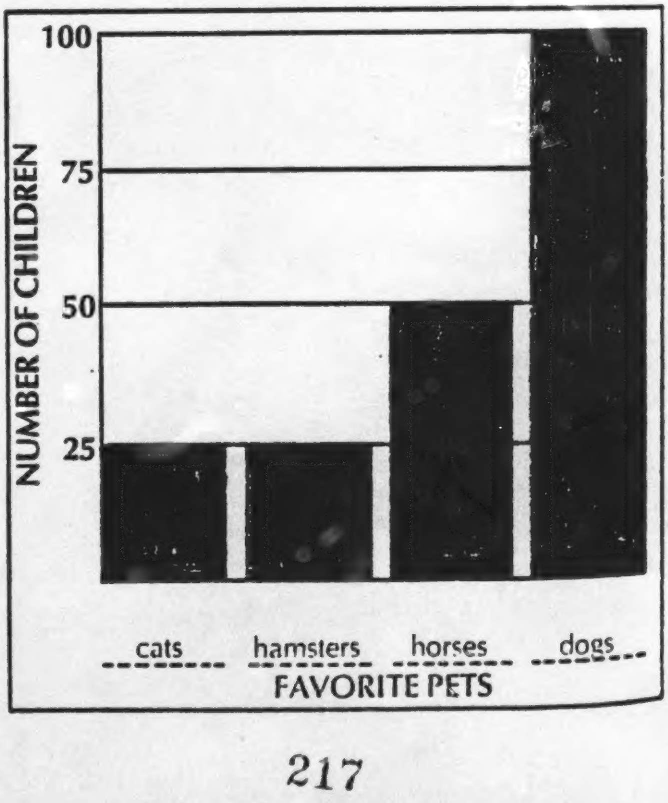
K. Some additional graphs that may be used to draw conclusions are:

1.



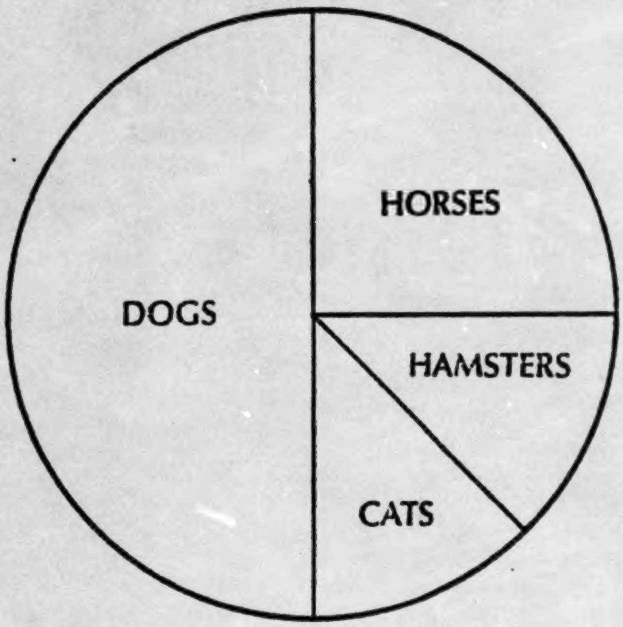
2. You may give the students a bar graph and have them make a circle graph and pictograph representing the information as presented in the bar graph. They may draw a conclusion as to which they feel shows the best representation. The examples are:

a. FAVORITE PETS OF SIXTH GRADERS



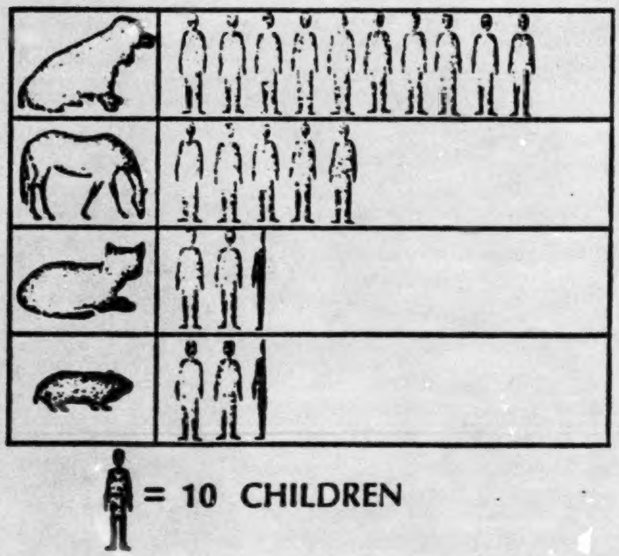
b. Their graphs may look like this:

(1) FAVORITE PETS OF SIXTH GRADERS



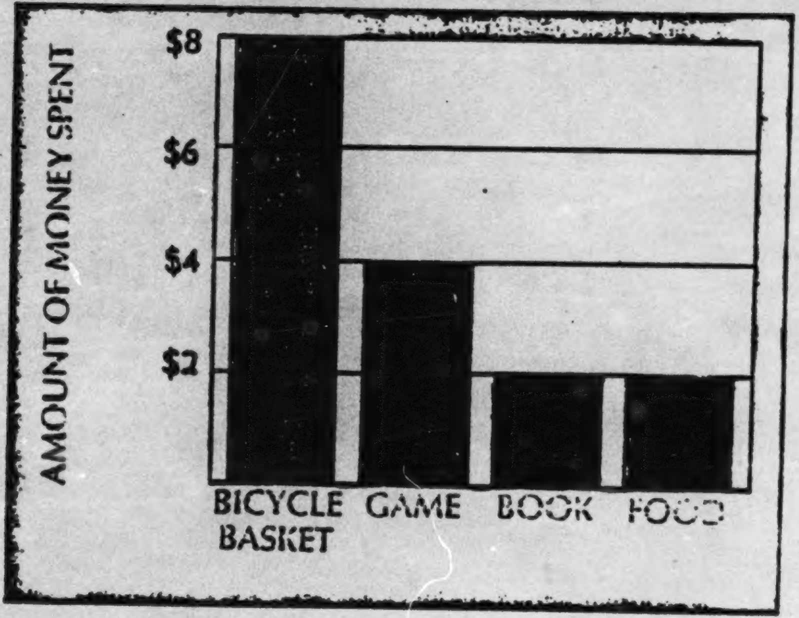
(2)

FAVORITE PETS OF SIXTH GRADERS



How I Spent Sixteen Dollars

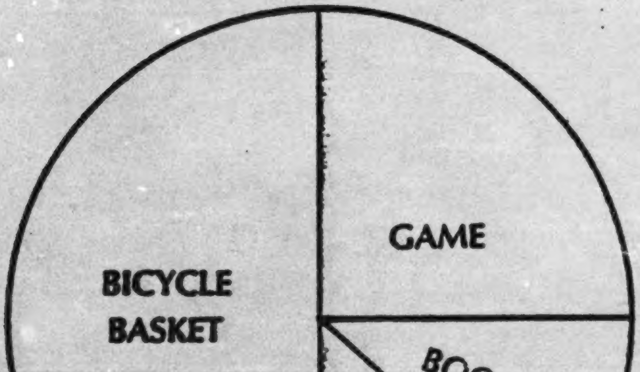
c.



d. **Their graphs may look like this:**

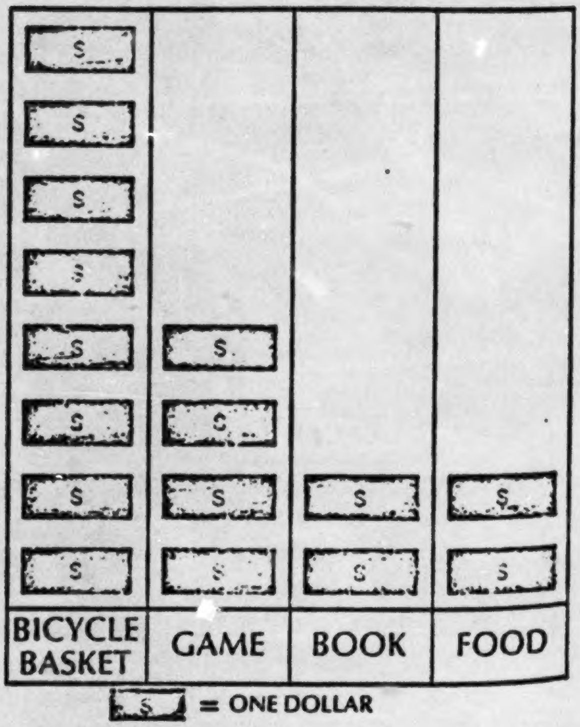
(1)

How I Spent Sixteen Dollars



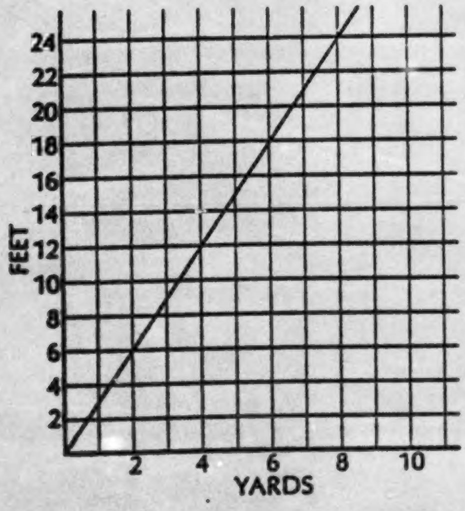
(2)

How I Spent Sixteen Dollars



L. Steps involved in teaching line graphs.

1. READINESS--The students will draw a conclusion about the rule as represented by the line graph.



2. CONCEPT DEVELOPMENT--Do the students understand the meaning of yards and feet as related to measurement?

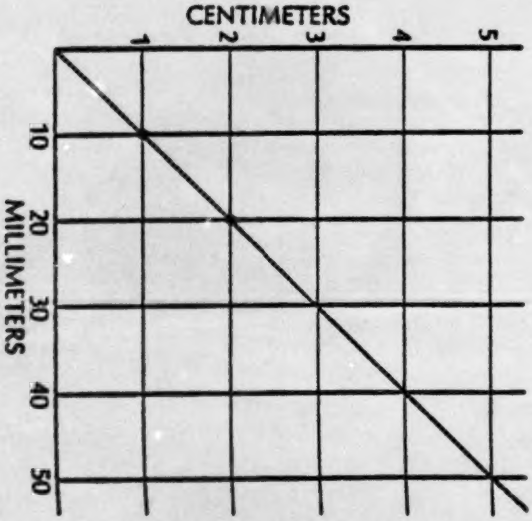
3. SILENT READING OR STUDYING--
   a. Are there enough facts?
   b. Can the facts support a conclusion?
   c. Have I taken into account the important facts?

4. DISCUSSION--You may ask the following questions:
   a. Circle the rule below that correctly expresses the relationship:
      (1) yard x 7 = feet
      (2) yard x 4 = feet
      (3) yard x 6 = feet
      (4) [✓ yard x 3 = feet]
   b. Which of the following number pairs would you use to test the rule?
      (1) [✓ 3 and 9]
      (2) 2 and 4
      (3) 4 and 16

5. REREADING AND RESTUDYING--Those students who could not draw a conclusion about the rule as represented by the line graph, may restudy it.

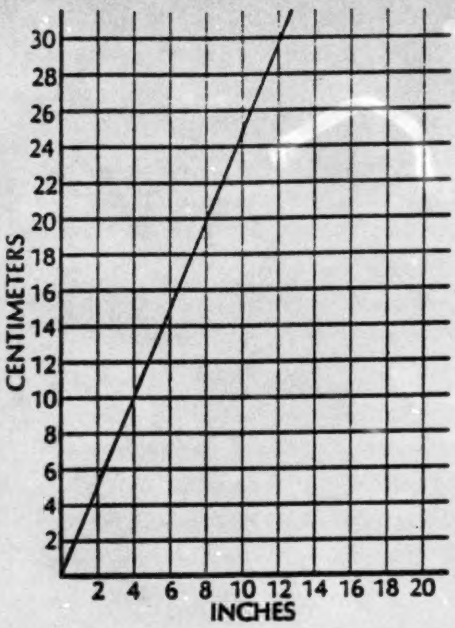
M. Some additional line graphs that may be used to draw conclusions are:

1.



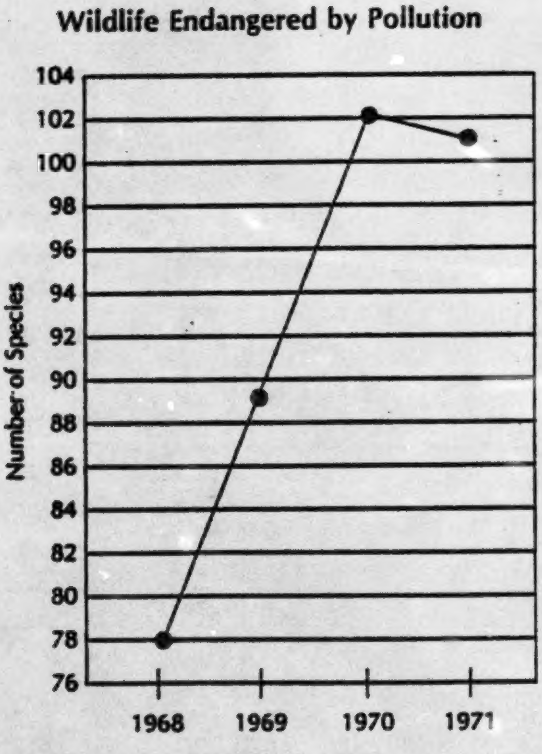
Rule: c x 10 = m

2.



Rule: i x 2.54 = c

3.

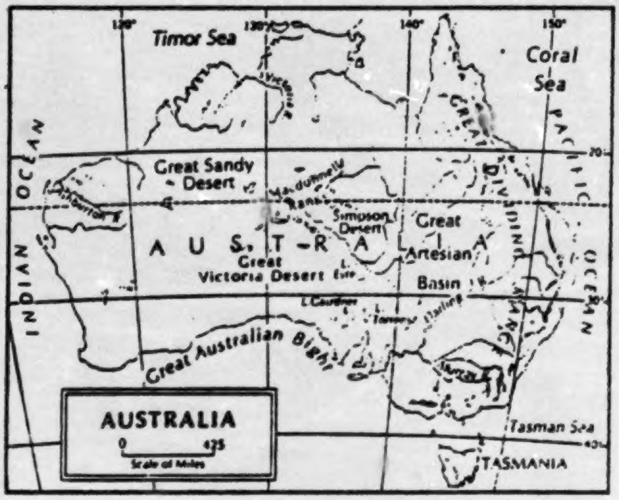


(Students may draw conclusions about the two units being compared.)

N. Steps involved in teaching maps.

1. READINESS--The students will note that different maps represent specific types of information. They will draw a conclusion as to what each represents.

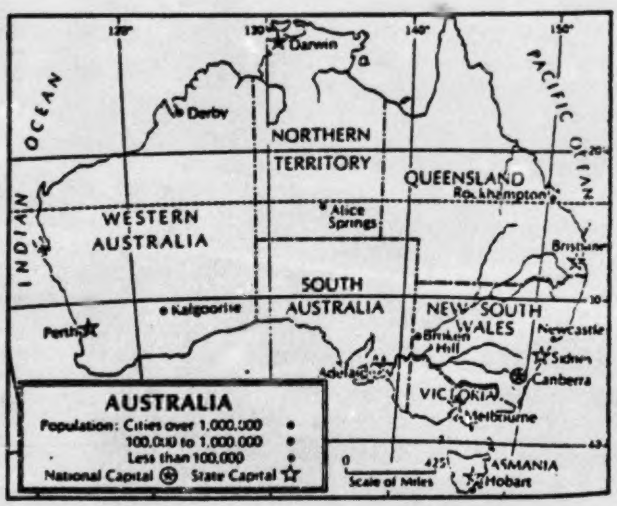
Map A



Timor Sea
Coral Sea
INDIAN OCEAN
PACIFIC OCEAN
Great Sandy Desert
Simpson Desert
Great Artesian Basin
AUSTRALIA
Great Victoria Desert
Great Dividing Range
Great Australian Bight
Tasman Sea
TASMANIA
AUSTRALIA
0 425
Scale of Miles
120°
130°
140°
150°

(Physical)

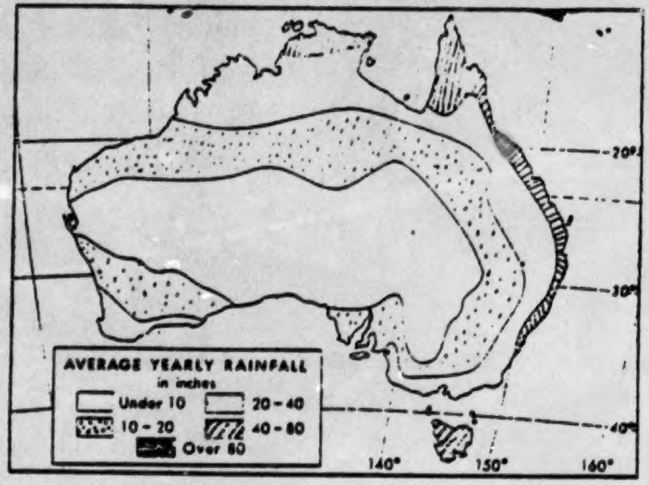
Map B



Darwin
Derby
INDIAN OCEAN
PACIFIC OCEAN
NORTHERN TERRITORY
QUEENSLAND
Rockhampton
Alice Springs
WESTERN AUSTRALIA
SOUTH AUSTRALIA
Brisbane
Kalgoorlie
NEW SOUTH WALES
Newcastle
Perth
Broken Hill
Sydney
Adelaide
Canberra
VICTORIA
Melbourne
TASMANIA
Hobart
AUSTRALIA
Population: Cities over 1,000,000
100,000 to 1,000,000
Less than 100,000
National Capital
State Capital
0 425
Scale of Miles
120°
130°
140°
150°

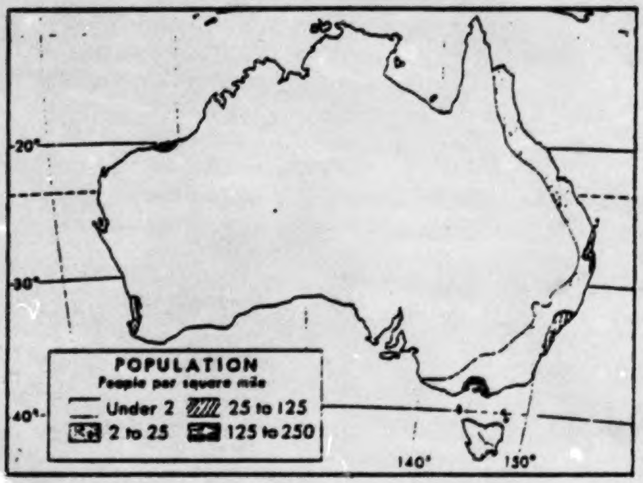
(Political)

Map C


AVERAGE YEARLY RAINFALL
in inches
Under 10
20 - 40
10 - 20
40 - 80
Over 80
20°
30°
40°
140°
150°
160°

(Average Yearly
Rainfall)

Map D


POPULATION
People per square mile
Under 2
25 to 125
2 to 25
125 to 250
20°
30°
40°
140°
150°

(Population)

2. CONCEPT DEVELOPMENT--Do the students understand the following terms?
   a. Physical--Shows features of land and water as seen from the air.
   b. Political--Shows boundaries, capital cities, and other important cities.
   c. Population--Shows the number of people living in each square mile.
   d. Average Yearly Rainfall--Shows the amount of rain that falls in Austrailia during a year.

3. SILENT READING AND STUDYING--
   a. Are there enough facts?
   b. Can the facts support a conclusion?
   c. Have I taken into account the important facts?
4. DISCUSSION--You may discuss the following about each map:
   a. Map A--Circle the features that are shown on Map A.

      [✓ mountains] [✓ oceans] [✓ lakes] waterfalls
      [✓ deserts] plateaus [✓ rivers]

   b. Map B--If you check the legend, you will see that Kalgoorlie (Kal gür′ lē) has a population of (less than 100,000).
   c. Map C--If you compare this map with the physical map, what conclusion can you make about the driest region? (It is the Great Victoria Desert.)
   d. Map D--Around what city can we find 125 to 250 people per square mile? (Melbourne)
5. REREADING AND RESTUDYING--Those students who did not draw the conclusion as to what each map represents, may restudy the maps.

O. An additional activity which would aid the students in drawing conclusions about maps would be:

1. Collect weather maps from newspapers. Mount these on tagboard. Make statements about a map either orally or in written form. The students may interpret the map and respond with "true", "not true", or "I can't tell".

Examples:

1. Children in New York must wear coats today. ______________
2. It is cloudy somewhere in the country. ________________
3. It is raining somewhere in the southwest. ______________
4. It is a good day for boating on the nearest coast. _______
5. A high pressure area is moving in from the east. _________

Conclusions

in

Riddles

II. Conclusions In Riddles

A. Introduction--By this time in our unit on drawing conclusions, Steps 1, 2, 4, and 5 in the METHOD should be automatic, while Step 3 will require some careful thought. In drawing conclusions, the student must ask himself:

1. Are there enough facts?
2. Can the facts support a conclusion?
3. Have I taken into account the important facts?

Solving riddles, on a more sophisticated level, involves the above named process of drawing conclusions. Listed below are some examples of riddles that may be used to draw conclusions.

B. Riddles that make sense.

1. Five men
   under one umbrella.
   Why did none get wet?
   (It was not raining.)
2. A goat, a boat,
   a funny nose.
   How can you spell them
   without any o's?
   (t-h-e-m)
3. How can you spell candy with only two letters?
   (C and Y)
4. When is a girl
   like a small bucket?
   (When she's a little pale.)
5. What has ten legs
   and catches flies?
   (A family of five swallows.)
6. When is a boy like a pony?
   (When he's a little hoarse.)
7. Who was the straightest man in Old England?
   (The King--because he was a ruler.)
8. What is it that is put on the table,
   is usually cut, but is never eaten?
   (A pack of cards.)

9. I am very thin. I can be all different colors on the outside but I am usually black in the middle. I have a pointed head. Sometimes my point breaks and you put me in a machine that makes me pointed again.
   What am I? (A pencil.)

10. I am round and very big. If you watch me long enough you can see me change shapes. I am the brightest one in my class. But I am very lonely. No one ever came to visit me until 1969 and only a few people have visited me since. Even though I don't have many visitors everyone knows me. I am quite famous and have had many songs written about me.
    What am I? (Moon)

11. I was born in 1776. I was sort of small and weak during those first few years. But as more and more people came to stay with me I grew larger and stronger. I had to fight a lot during my lifetime, usually to protect myself. But the saddest time was when I split in two and fought myself. I don't like to remember that! What I like best is that all of the people who live with me call me their uncle, and once each year most of the people help me celebrate my birthday.
    What am I? (U.S.A.)

C. Riddles that are nonsense.

1. How many raisin bran muffins can the hairy monster
   eat on an empty stomach?
   (Only one - after that his stomach isn't empty.)
2. The more you take away, the larger it grows.
   What is it? (A hole in the ground.)
3. What coat has no sleeves,
   no buttons, no front, no back,
   and fits best when put on wet?
   (A coat of paint.)
4. Why does a cook never eat his apron?
   (Because it goes against his stomach.)
5. How did Jonah feel when
   the whale swallowed him?
   (Rather down in the mouth.)
6. What kind of driver never gets arrested?
   (A screwdriver.)

7. What is stranger than
   a dog who can count?
   (A spelling bee.)

D. Some additional activities may be:

1. Think of someone or something that you could write about. Tell a little bit about it. Write the riddle as though it were doing the talking. Don't give too many clues or you might make it too easy for your friends. Try to make one that nobody can guess.
2. Try to make a "rhyming riddle".
   Here is an example...

   What I am you do not know,
   But you always use me in the snow.
   I am made out of metal and wood,
   And you'd ride me if only you could,
   To a hill you'd be easily led,
   To ride down on my back...I'm, a __________!
3. In discussing the riddles, emphasize Step 3 in the METHOD.
   a. Are there enough facts?
   b. Can the facts support a conclusion?
   c. Have I taken into account the important facts?

Conclusions
based
on
Details / Facts

III. Conclusions Based On Details Or Facts As Stated In A Selection

A. Introduction--Conclusions are going to be divided into two categories--valid and invalid conclusions. As before, all five steps in our METHOD are important, but emphasize Step 3.

B. Valid Conclusions

1. To develop sentence understanding, ask various types of questions. Be sure to ask questions involving thinking as well as factual recall.

Example:

The leaves were falling from the trees. Tom and Mary were playing nearby. Dad came outside with a rake and began to pick up the different colored leaves. Tom and Mary ran over to help.

What did Dad bring outside? What was the season?

2. Direct the class to read a story from the text which contains an illustration. Have students point out sentences that refer specifically to the picture; then, have them point out sentences containing information which could not be learned by looking at the picture.

3. On a transparency, write the words who, what, when, where and how--each in a different color of ink. Below these words, write such phrases as "Frank and his dog"; "quickly and quietly"; "the moon"; "on the playground"; "during the game". Read each phrase aloud and have the class draw a conclusion as to which of the five questions it answers.

FOLLOW-UP: Give the class duplicated copies of certain sentences and have them underline, under your direction, the word or phrase in each sentence which answers one of the five basic questions.

4. Use a reading text or other subject matter textbook, and have students locate sentences on a given page that tell how, when, where, why, or who. Write the headings on the board. An oral discussion follows, with each student participating. Give attention to some sentences that will apply to more than one question.

5. Pictures of various types of communication devices are placed on the chalk tray. Each player takes his turn making statements about one of the means of sending and receiving messages. He reads them orally to the group, and they guess to which forms of communication the statements are related.

6. While the students are reading an unfamiliar story, have them stop at a dramatic or interesting episode. Instruct them to cover the next few lines with paper and try to anticipate what will happen next. Urge the students to use illustrations and text in deciding the probable ensuing action.
7. Read several lines of an unknown story to the class. They are asked to supply an ending. The story used may be an actual story to be read later or an original one started by you. For an example you may read, "Ted was a very sad little boy. All of his friends had pets of their own, but Ted didn't have a pet. One day, Daddy came home with a large box in his arms. Suddenly Ted heard a strange sound. He ran to his father and..."
8. A short paragraph may be duplicated or written on the board for each student to read. Various phrases from the paragraph are written over, in two separate columns. The student draws a line to connect the two parts of each sentence. This exercise may be duplicated or used with the overhead projector as a small group activity.

Example:

Mary and Bill went to the store. Each had ten cents to spend. Mary bought a candy bar and Bill got a kite.

Mary and Bill went
Bill bought a
Mary spent ten cents on

kite
candy
to the store

9. Write several brief stories. Duplicate them or enclose them in acetate. Skill exercises accompany each paragraph. Some may require multiple-choice answers, while others may contain words to be underlined or circled. The students are allowed a short time to read each paragraph and complete the exercise.

Example:

A large crowd was gathering around the pool. The meet was about to begin. As the whistle sounded, the swimmers dived into the water. The race was very close. The crowd watched with mounting excitement. The boy in lane two was edging his way up on the leader in lane four. As the leader lunged forward in a final effort, he touched the wall only seconds before his opponent. The crowd cheered and shouted with excitement.

The winner was:

___X___ in lane four
_______ in lane two
_______ in lane five

10. The students are given a mimeographed sheet containing a short story and a diagram. Questions are written on the left side of the diagram, and the students complete the answers on the right side.

Example:

The Taylors had left their home in Jacksonville and were moving to the mountains. They traveled many hours before arriving. Tommy was very excited. He had heard about his new home but he couldn't wait to see it for himself. He nearly leaped from the car and bounded up the winding stairs. He knew exactly which room was his and where things would be kept. Under the wide windows, Dad was building a long row of cabinets. This would be a perfect place for his games and sports equipment. After looking things over carefully, he remembered the car still had to be unloaded. He hurried downstairs to help.

Where will they live?	In the mountains
Where was Tommy's room?	Upstairs
Where were the cabinets?	Under the windows
What will be kept in the cabinets?	Games, sports equipment
How can Tommy help?	Unload the car

11. After reading an article expressing two different points of view, the student arranges the facts included according to each supporter's point of view.

Example:

An article on the pros and cons of smoking may be arranged as such.

1. State three harmful effects attributed to smoking.
   a.
   b.
   c.
2. State reasons why people do not want to quit smoking.
   a.
   b.
   c.

12. List words on the board that could be used to tell a story. Have the words read, and ask a student for an idea concerning a story which the words suggest. Call on several students for ideas. Each student begins writing a story, using as many of the words listed on the board as possible. At the end of two minutes each student passes his paper to the student on his right. That student will read what has been written and add to it. The papers are passed five times, allowing two minutes for each student to add to the story previously started. At the end the stories are read aloud and discussed.

    Sample word list:

        girl...frightened...storm...alone...
        shadows...walk...path...dog

13. After reading a paragraph or story, the students are given a list of events to place in proper sequence as they occurred in the paragraph. To help the students follow the sequence, specific questions may be asked. This activity may also be done before the story is completed, and the students can try to predict the ending.

14. After reading in their social studies books and supplementary materials about community problems caused by overpopulation, citizen apathy, suburban sprawl, and other factors, students may write letters to the editor of one of the local papers outlining the problems as they view them and calling for immediate action. Some of the letters may be printed in the newspaper.

15. Interest stories taken from newspapers may be used. The example given below was published in a daily newspaper. The pupils are to read the stories and predict the outcome.

Example:

The Coleman family moved to a new home about a hundred miles from their former ranch home. On the day they left, Old Tom was nowhere about. The children looked everywhere and called to him all that morning before they left the ranch, but the Old Tom did not come to them, so they finally left without him.

The family who bought the ranch told the Colemans that Old Tom had never been seen after they left, and it was supposed that he had gone to a nearby ranch to make his home.

One day when the Colemans returned from shopping, a black cat was pacing the roof of the house next to theirs.

"It looks like Old Tom", Mr. Coleman said. He used to say "Meow" to Old Tom and he would meow in return, so Mr. Coleman called "Meow" to the black cat on the roof. The cat said "Meow" in return.

The cat descended from the roof and went over to Mr. Coleman. He examined the cat carefully and found the coloring was the same, and the scars were there. He had an ear nicked in a fight with another tom cat. Mr. Coleman was certain that it was their Old Tom, so he called his family to tell them what he thought.

a. How could the cat have arrived mysteriously at a place he had never seen before? ______________________________

____

b. Do you think this was Old Tom? Why? ______________________________

____

c. What do you think happened next? ______________________________

____

16. Paragraphs from newspapers and magazines may be used. The students are to read the paragraphs and then write their conclusions. These are discussed in class.

Examples:

Perhaps you have never thought of the origin of today's superstitions. Actually, a great many of them are the result of ancient man's struggle to exist. He was not able to understand nature as we do today, so if he became ill at the same time there was a thunderstorm, he most likely believed that the storm caused his illness. As time went on, man learned about the world about him. How has man learned to overcome some of his superstitions? ________

____

There are treasures in lakes and oceans all over the Western Hemisphere, from Texas to Canada. People are diving and digging all the time for treasures, but most of the money that is made is in selling maps, metal-detectors, diving gear, services and all that. The treasure-hunters themselves are in the red. Even those who have brought up relics and things are careful to call it a hobby, not a business.
What is your opinion about hunting for treasures? ______________

____

At dusk on summer evenings millions of bats fly out of the entrance to Carlsbad Caverns, New Mexico. They darken the sky for as long as two hours as they leave. They return before dawn after consuming from eleven to nineteen tons of insects during that period of time.

Why are bats valuable to farmers? ______________________________

____

The chameleon is an amazing creature. It can change color rapidly to match its surroundings; and its eyes can roll and move about independently of each other. In this way it can keep one eye on a fly and look over its shoulder with the other. It moves with great speed and accuracy as it catches its prey.

Why is the chameleon so accurate in catching its meal? __________

____

17. Sometime in the intermediate grades most students study the human body in their science class. They read about the different systems of the body, how they work together, and how to keep them healthy. Their textbooks are usually liberally illustrated with photographs and drawings to supplement the printed descriptions. All in all, the students develop a good basic understanding of what the human body can and cannot do. An enterprising teacher can encourage some creative thinking relative to these factual texts by asking students as they read to speculate upon what products might be created to extend the ability of the body to do work, be more comfortable, or play games. For example you may say:

> We have read about the human body and found that there are certain things we can and cannot do with our bodies. For example, we can reach just so high and no higher and hold just so many things in our bare hands at one time. Our tools, furniture, games, clothes, and machines have been developed to fit the shapes and movements of our bodies and to make our work easier and our lives more enjoyable. Baskets, for example, and other containers were invented to help us carry more things at one time than we could carry without them. If you were a brilliant inventor, what kinds of tools, machines, furniture, clothing, or games would you invent to make life easier? Would you make bookshelves for the library that move up and down when a button is pushed so that no book is ever out of easy reach?

Look over this section in the book again and think about what might help the human body work, be comfortable, or have fun. If some possibilities occur to you as you are reading, jot your ideas down so we can talk about them later. Maybe you could make the custodian's life easier with some of your inventions. Don't worry about how to do it, just tell what you would do. How about a head holder for you people who quickly use up energy stored in your muscles when you read your science book?

After the students have read the assigned selection they might be placed in small groups to share their "creations" with their classmates. Some might even be encouraged to fashion a blueprint or draw a model of their invention.

Example:

Given the assignment above a student may draw a model of an elaborate "pet exercise", which amounts to a treadmill in a cage mounted on roller skates. The contraption permits whoever is walking the dog to proceed at a leisurely pace while the dog runs as much as he wants without tugging at a leash or disappearing from sight.

18. The students may do the activity entitled, "A Pocketful of Things".

Materials: Paper, pencil.

Procedure: "It is surprising just how much you can find out about a person by looking through his or her pockets", explained the police detective. Our class from school is visiting the city police department, and Captain Snicker is giving us a tour of the building. "This is the room where suspects are searched from head to toe before being placed in a jail cell", continued the Captain. "We often can solve crimes right in this very room. This is because of the evidence that we find on people. Here...let me show you what I mean." The captain placed five small sacks on a table. "Each of these sacks contains things which were taken from one of five different persons", said the Captain. "I will show you the articles in each sack and see if you can guess the correct person."

The five persons are:

(1) a young boy
(2) a male bus driver
(3) a female nurse
(4) a female bank teller
(5) a male teacher

Captain Snicker then showed us the items in the five sacks and we tried to guess which sackful of things belonged to each of the persons. Here...why don't you try guessing along with the rest of us? See if you can match the sack of items with the correct person. Write your answers on a sheet of paper. When you are finished you can check your answers with the Self-Check at the end of this section.

A

handkerchief
comb
paper clips
pencil
red pen
3 sticks of gum
2 pieces of candy
yo-yo

B

tissues
comb
lipstick
set of keys
pen
3 empty penny rolls

C

pen
handkerchief
a change-maker
set of keys

D

handkerchief
marbles
pencil
penny
button
baseball cards

E

comb
lipstick
scissors
set of keys
thermometer

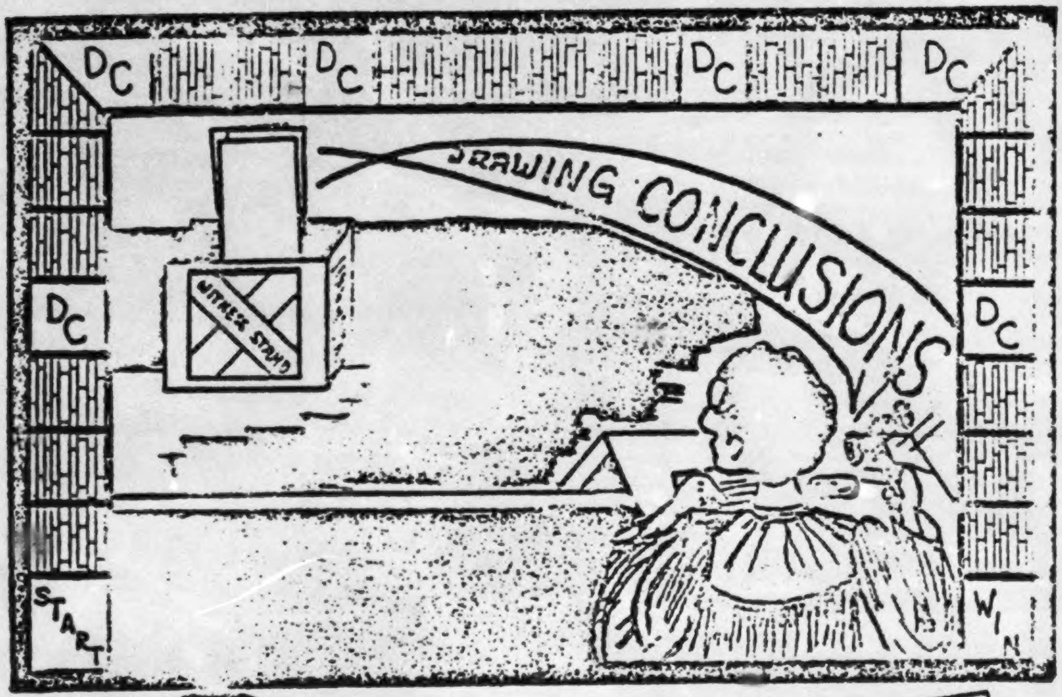
__Follow Up:__

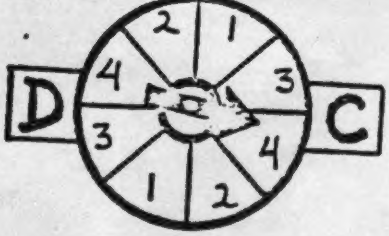
Now you try it! Think of several different persons and write their names, each on a different sheet of paper. Look through magazines or catalogs and cut out things which you think these people might own. Paste these items on the appropriate sheets of paper.

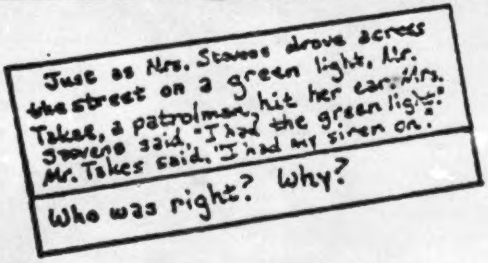
Self-Check:

1 -- D
2 -- C
3 -- E
4 -- B
5 -- A

19. The following game may be played by the students.







Just as Mrs. Stevens drove across the street on a green light, Mr. Takes, a patrolman, hit her car. Mrs. Stevens said, "I had the green light." Mr. Takes said, "I had my siren on."

Who was right? Why?

Materials: 20 x 28" poster board
50 - 3 x 6" oaktag "witness cards"
6" diameter poster board circle
2 x 12" double-thickness poster board (glue 2 pieces)
buttons for markers

Directions: Glue the poster board circle to the 2 x 12" strip, letter and number as shown. Cover the device with contact paper and attach a paper spinner. Then, draw the game board as pictured above. Individual students write witness cards. Each of the 50 "witness cards" should present an open-ended situation (see student workbooks designed to accompany basal texts for samples of such paragraphs) and a question such as the card shown above. The cards are placed in a stack, face-down on the board as shown. In turn, each player draws a card, reads the situation aloud, and "acting as judge" determines an answer by drawing conclusions. If the conclusion is logical (as determined by the other players, "the Jury"), the player moves one space. Whenever a player arrives at a DC (Drawing Conclusions) space, he spins the DC spinner and moves ahead the indicated number of bonus spaces.

C. Invalid (Wrong) Conclusions

1. Four types of errors that produce false conclusions.

a. Outdated evidence.

(1) "Malaria comes from bad air. Keep the windows closed at night to keep out the bad air, and you will be less likely to contact malaria."

In 1880 doctors accepted that statement as fact and concluded that the only defense against malaria was to keep out bad air, or night air. It was only after 1890 that the anopheles mosquito was discovered to be the carrier of the real cause, a tiny parasite.

(2) "Everything that goes up must come down. No matter how high you shoot a shell, it will always drop back to earth."

That was true until close to 1960, when Russia and the United States first used rockets to shoot satellites into space. Their speed was so great, about 18,000 miles an hour, that the earth's gravity was not powerful enough to pull them back. Some of them will never return to earth.

(3) "Our new miracle drugs have now conquered all infectious diseases."

Until about 1958 physicians all over the world were firmly convinced that these drugs could reach and overcome any form of bacteria in patients who had been infected. Then new strains of bacteria began to appear, and they had somehow developed a resistance to certain of these drugs. In such cases the patients did not achieve the miraculous cure that the doctors had confidently expected.

It is good practice to check the date of publication of a book or statement to be certain that the conclusions you read agree with the latest evidence available.

b. Lack of sufficient evidence.

(1) "King George VI, who was the father of Queen Elizabeth II of England, was known to be a stutterer. One day when he was reviewing the troops he stopped in front of a soldier whose face looked familiar. 'W-w-what is your-your name, my g-g-good m-man?' he asked. The soldier remained silent. The king waited a few moments, feeling embarrassed because there was no answer, and then walked on. When he had gone, the colonel turned in fury upon the captain. 'Send that soldier to the guardhouse and see that he is properly disciplined', he shouted. 'Shooting is too good for such shocking rudeness to His Majesty.'

In this incident the colonel did not have enough evidence for a correct judgment about the soldier's behavior. In your reading, do not be hasty about forming a conclusion from one fact alone. There may be other relevant facts that you can look up or mitigating circumstances which may be assumed as additional possibilities. If such evidence is not available, it would be well to keep an open mind about any judgment until you can learn more.

(2) "A new boy is admitted to class and it is seen at once that he is very bright. Several other boys resent him merely because he is more intelligent. During the lunch period he keeps to himself. As he passes by the others he has nothing to say to them. When he is out of earshot, they criticize him bitterly for being snobbish and arrogant."

Would that be your conclusion, too? Can you consider other possible facts? Perhaps he is really shy and hesitant about speaking up first. Perhaps he has had an earlier experience of being jeered at and is sensitive about having that happen again. His critics made the error of drawing a hasty and unpleasant conclusion before they considered other evidence that might affect the new boy's attitude.

(3) "In 1957 and for several years after, Russia boasted to the world that there was no unemployment in her country, whereas the United States had six or seven million out of work. Some of our citizens concluded that Russia was more considerate of her people's welfare than our country was of ours."

Do you recognize that this conclusion neglected to consider other important evidence? Russia was, and still is, an underdeveloped country. She desperately required workers for new industries. Many millions were in the army although there was no war. No wonder there was no unemployment. Russia's statement conveniently neglected to show that this kind of full employment was not a matter for bragging.

c. Irrelevant evidence.

(1) "Johnny B. is the boy to vote for. He'll make the best president we ever had. Don't forget the home runs he made in our last game. And he's everybody's pal, too."

The speaker mentions two facts as the basis for his conclusion, 'Johnny is the boy to vote for.' But are those facts relevant to this conclusion? Are popularity and home-run hitting the special abilities a G.O. President will need to carry on his many serious responsibilities? Many false conclusions are made from such irrelevant facts as these. (Have the students known of schoolmates who tend to vote on the basis of opinions such as these?)

d. Erroneous evidence.

Proper conclusions can be drawn if you have the necessary facts. But the facts must be true facts. If they are not, then the conclusions are likely to be false.

(1) "Men with blue eyes and strong chins are always leaders. Notice that boy Tom. Just now he seems to be awkward and timid, but he has a strong chin and blue eyes. Mark my word; he will grow up to be a leader among men."

It is probably a fact that Tom has the chin and the eyes that were described here. But is it a fact that men with these features are always leaders? Not at all. Somebody assumes it to be true and uses that assumption to make a prediction, that is, a conclusion, about some boy. When this kind of thinking is analyzed, it is obviously ridiculous. Yet such mistakes are frequently made by people who accept the wrong assumption without question. They neglect to take even a moment to examine it and realize it cannot be true.

(2) "Country boys are always healthier than city boys. Move out to the country and your children will grow up stronger."

You may be ready to believe the assumption about the healthier condition of country boys, but it is still only an assumption. Various surveys tend to disagree about it, and they leave us in doubt. We cannot jump to the conclusion that all parents who can afford to should move to the country.

2. Activities that utilize the students ability to draw conclusions.

a. The sentences may be discussed or the activity may be written using the following table:

FOUR TYPES OF ERRORS THAT MAY PRODUCE FALSE CONCLUSIONS

(1) Outdated evidence.
(2) Lack of sufficient evidence.
(3) Irrelevant facts used as evidence.
(4) Erroneous evidence.

Consider carefully the following statements and decide why the conclusion in each case is wrong. Be prepared to discuss and explain your reason in each case. Relate your reason to one of the four types of common errors that produce false conclusions.

(1) Mr. Smith's suit of clothes cost nearly twice as much as Mr. Jones' suit. Mr. Smith's suit is a great deal better. (4)

(2) Mrs. Brown spent $1,000 for her fur coat. Mrs. Williams paid $2,000 for hers. It will last longer and wear better than Mrs. Brown's. (4)

(3) Russia launched the world's first satellite, long before the United States. Russia is therefore ahead of America in space exploration. (2)

(4) Our town should elect the druggist as mayor since he is known to be a thoroughly honest man and a very reliable druggist. (2 and 3)

(5) A clock radio is always appreciated as a gift. That is why you should present that gift on your father's birthday. (2)

(6) Kenneth took a trip from San Francisco to New York by a jet plane. It was scheduled as a six-hour flight. He started at 9a.m. and made sure his watch was set exactly right. When he arrived in New York his watch read 3p.m.; but all the clocks in the air terminal showed 6 o'clock. He concluded that his watch must have stopped for three hours and that the flight must have taken nine hours instead of six. (4)

(7) In a democracy the majority decision rules. The pupils of a class in the middle grades once voted that they were not to have any more homework. When the teacher disregarded this vote, the pupils concluded that she was undemocratic. (3)

(8) Scientists know, from their readings through the spectroscope, that all the stars contain practically the same elements as our sun and earth. Some of them therefore conclude that many stars must have their own planets and that a number of those planets must have forms of living things on their surface. (2)

(9) Intelligence exists only in human beings. Animals, therefore, can live and act and learn only by instinct. (4)

(10) My grandmother remembers that the doctors used to tell her there could not be any cure for polio. The medicine they are talking about now is only something with which to fool the people. (1)

b. Read the article which follows to the class. Think about how you might have checked the validity or truthfulness of the information presented if you had been living in 1874.

In the NEW YORK HERALD of November 9, 1874, big headlines and an article which took up several columns told about the escape of all the animals in the Central Park Zoo. Twenty-seven people who had been killed were named, and two hundred others were said to be injured. Chester A. Arthur was mentioned as one of the well-known New Yorkers who had taken part in the animal hunt. Everyone was urged to stay indoors until the twelve animals still at large were tracked down and captured.

Do you believe that these events really happened? Which of the following might people have done in 1874 to check this story's validity? Place an X next to your answers.

(X) Check with the police.
(X) Check with the local newspaper offices.
(X) Ask their neighbors if they heard the same story.
____ Accept the story as true without checking with anyone.

c. Read the following account of another trick once played on the public. As you read, think about what the many people who believed this story might have done in order to judge its validity.

THE MOON HOAX

In August of 1935 a series of articles appeared in the NEW YORK SUN which boosted the SUN'S circulation till it was the largest of any newspaper in the world. The articles were about life on the moon. Through a big new telescope in South Africa, they said, the English astronomer Sir John Herschel had seen on the moon bison, goats, big birds such as cranes and pelicans, and, most exciting of all, furry, winged men. These men, according to the stories, were about four feet tall and, except for their faces, were covered with copper-colored hair. They kept their big wings folded as they walked about. Richard Adams Locke, one of the SUN'S writers, finally admitted that he had made up the stories just to win new readers for the paper.

Which of the following sources might have helped prove these reports of the moon to be untrue? Put an X next to your answers.

(X) Richard Adams Locke.
(X) a science expert
(X) other astronomers
____ an anthropologist

d. The students may do worksheets 2 and 3 independently.

W

WORKSHEET 2

DRAWING A CONCLUSION FROM FACTS

DIRECTIONS: Read the facts found on this sheet silently. Then write the conclusion that you can logically draw from all of these facts on the lines below.

Betty is in the fifth grade at Jefferson School.

Betty seems to be a smart girl.

Betty earned good grades in first, second, and third grades.

Betty began having trouble with school in the fourth grade.

Betty is not doing well at all in the fifth grade now.

Betty usually holds her books quite close to her face when she is reading.

Betty usually does not do very well in physical education classes either.

Betty sits near the back of the classroom in fifth grade.

W

ORKSHEET 3

▪ DRAWING CONCLUSIONS ▪

Below are several different sets of facts. Study each set carefully. Then see if you can draw a conclusion based on the facts. Write your conclusions on the lines beneath each set of facts.

1. There were no native rabbits in Australia. About 100 years ago a man brought some rabbits to Australia from London. He let them loose on his farm, where he hoped to hunt rabbits. These rabbits multiplied extremely fast because none of their natural enemies, such as foxes and owls, lived in Australia, nor were there any rabbit diseases.

What was the result? ____________________

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2. Get a small geranium or other plant. Color a panful of water by dissolving some vegetable dye in it. Water the plant daily with this colored water. After several days, cut the stem of the plant in three or four places. You will find that the dye has moved all through the plant. Place a white carnation in a bottle of red ink. In a few hours you will have a red carnation. Place a stalk of celery in black ink. In a short time you will have black celery.

The soil contains minerals. Many of these minerals are dissolved in the water which is in the soil. You have read a paragraph telling what happens to a plant when it is watered by colored water or placed in colored ink. What do you think happens to the dissolved minerals in water taken up by plant roots? Write your conclusion:

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3. Dr. Lind was a ship's doctor on an English boat. Many of the sailors were ill with scurvy. Dr. Lind thought their food might have something to do with it. He paired off the sick sailors and gave each pair a different medicine or food each day. He gave pepper and oil to two of the men, cream of tartar to another pair, cider to another pair. To a fourth pair he gave the juice of oranges, lemons, and limes. There was another pair to whom he gave no medicine or special food.

Within a few days the two men who had been fed fruit juices were better. None of the other men was any better. Dr. Lind repeated the experiment several times with the same results.

What conclusion do you think Dr. Lind drew from his experiment? ____________________

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4. One group of insects has mouth parts that bite and chew. This group of insects gets its food by biting and chewing the leaves of plants. Another group of insects sucks its food, because these insects have long, hollow tubes as mouth parts. These insects live on the juices of plants or the blood of animals.

Cows have teeth good for biting and chewing. The digestive system of cows can use plants but not meat. Cows, therefore, eat plants. Cows use their teeth to bite off grass. They swallow the grass into the first and second sections of their stomach without chewing it. Later, while resting, they bring the grass back into their mouths in small amounts and chew it. When they swallow the chewed grass, it goes into the third section of their stomach.

Think about the several animals mentioned above, the kind of food each one eats, and how it gets this food. Then answer this question: What is there about an animal that often determines what kind of food it will eat? ____________________

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5. A prison doctor in the West Indies made an important discovery. The prisoners in his prison were ill. They could not walk. As he looked outside the window he noticed that the prison chickens were ill, too. They couldn't walk either. Chickens outside the prison yard were well.

The doctor kept wondering about this strange disease of men and chickens. He knew that the prison chickens were fed scraps from the table. They were getting the same food as the prisoners. This food was mainly polished rice. The chickens outside the prison ate whole grain rice. The doctor began feeding the prison chickens the husks that were taken from the brown rice when the cook polished it. The chickens got well. He then began feeding whole brown rice to the prisoners. They, too, got well.

What do you think the doctor's conclusion was?

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MATERIALS TO DEVELOP A-3

Basal Textbooks: Laidlaw, OCEANS AND ORBITS,
"A Space-Shuttle Trip", pp. 116-125,
"My Mother Isn't Home Yet", pp. 152-168.

Economy, LINESCAPES, pp. 20-22, 157-167, 188-193.

Workbooks: Prentice-Hall, Inc., BE A BETTER READER I, pp. 6-7, 24-25, 42-43, 102-103, 122.

Economy, THOUGHTVAULT, pp. 79-80, 87-91, 96-97, 117-118, 145-146, 163, 199-200.

Cambridge, READING AND ACHIEVING, pp. 31-34, 35-40, 41-42, 47-48, 67-70, 75-78, 79-80, 111-118.